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## ABSTRACT

The School to Employment Program (STEP) provided job placement, training, counseling, and remediation for economically disadvantaged youth aged 14-21 who were at risk of dropping out of school or who had dropped out and were unprepared for employment. Its two major components were in-school and out-of-school programs. Youth in both programs were enrolled in educational activities and were assured of opportunity for work experience or on-the-job training. The 1991 program enrolled 2,700 disadvantaged youth in its 44 projects that operated throughout New York State: 1,417 in the in-school component and 1,283 in the out-of-school component. Sixty-nine percent of participants were minorities; 36 percent were welfare recipients. One-third of the out-of-school participants attained unsubsidized employment after the program; 14 percent of them obtained their General Educational Development diploma. Over 75 percent of in-school participants either remained in school or graduated. Participants in both components showed significant reading and math achievements. Over 95 percent of participants reported they planned to continue working, pursue additional training, or return to school. All employers indicated they would participate in the STEP program in future years. (Appendixes amounting to over two-thirds of the report include a listing of program sites, testing procedures and formats, and individual program descriptions.) (YLB)

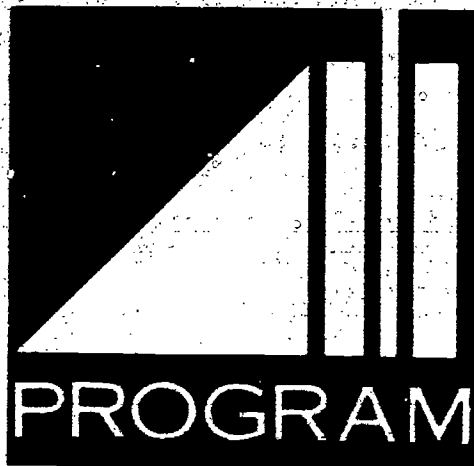
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# NEW YORK'S

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## SCHOOL TO EMPLOYMENT



### PROGRAM

### ANNUAL REPORT

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# JOBS FOR YOUTH

STATE OF NEW YORK  
Mario M. Cuomo, Governor



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# **SCHOOL TO EMPLOYMENT PROGRAM (STEP)**

## **ANNUAL REPORT**

**1990 - 1991**

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## PROLOGUE

*Clearly, the retrenchment of federal commitments to Human Resources Programs during the eighties has placed a heavy burden on State and Local Governments to fill the gaps. On one hand we have an increasing national awareness that our current and future labor demands will not be met unless drastic action is undertaken to train our workforce in the skills needed to enhance our competitiveness in a global economy and on the other hand there isn't a comprehensive national policy in place to accomplish this task.*

*New York State has been and remains in the forefront in its efforts to train its workforce, especially its youth, to meet the demands of today and the years to come. One initiative, the School To Employment Program (STEP), which is the subject of this report, has, as is the case with the other youth efforts in New York State, demonstrated that it is a proven vehicle in preparing our disadvantaged youth for their transition to the workforce.*

**INTRODUCTION  
AND  
EXECUTIVE SUMMARY**

**1991 STEP PROGRAM**

The School to Employment Program (STEP) addresses the needs of disadvantaged youth aged 14-21 who are either deemed at risk of dropping out of school or those who have already dropped out and are unprepared for employment. By combining a work experience with a learning experience, STEP seeks to increase employment readiness, basic skills and the likelihood that those still in school will complete their education. The youth are employed part-time in partially subsidized or unsubsidized jobs which give them income and increase their career awareness and work maturity while they also spend half days in remedial educational programs.

The STEP program has two major components: In-School and Out-of-School.

**SCHOOL TO EMPLOYMENT PROGRAM (STEP) IN-SCHOOL**

The School to Employment Program (STEP) In-School is an early intervention work/school program designed to provide economically disadvantaged "at-risk" in-school youth with job placement, basic educational skills, vocational skills, counseling, remediation and the motivation to succeed. This program is based on a mutually developed work/school agreement between the program and the participant, which will also include the participating employer.

The goal of the STEP In-School program is to increase the participant's career awareness and work maturity, while encouraging them to remain in school.

The targeted population are youth who are:

- enrolled in school
- 14 to 21 years of age, and
- "at-risk" of dropping out of school, and
- economically disadvantaged.

Programs are encouraged to focus job placement efforts in the private sector. The work component must be geared toward an occupational area of interest for the participants, where possible. The work component may involve work experience, unsubsidized employment or occupational skills training. The design also emphasizes participant improvement in:

- basic educational skills
- vocational skills
- job seeking capabilities
- work maturity

## SCHOOL TO EMPLOYMENT PROGRAM (STEP) OUT-OF-SCHOOL

The School to Employment Program (STEP) Out-of-School is a job program designed to serve economically disadvantaged out-of-school youth with employment and training activities which will assist the youth in obtaining unsubsidized employment or return to school.

The primary function for the out-of-school program is to facilitate the placement of the participant into a job which is supplemented with basic skills remediation and/or GED preparation and/or existing occupational skills training, where appropriate.

The targeted population are youth who:

- are 16 to 21 years of age
- are school drop-outs
- are economically disadvantaged

### SIGNIFICANT FINDINGS:

#### Outcomes

- The 1991 STEP Program enrolled 2,700 disadvantaged youth in its 44 projects which operated throughout the state. There were 1,417 participants in the In-School component and 1,283 participants in the Out-of-School component.
- Sixty-nine percent (69%) of the participants were minorities, and all participants were economically disadvantaged.
- Thirty-six percent of the participants were welfare recipients.
- Other participant characteristics included:
  - o 90 were homeless,
  - o Single parents numbered 140;
  - o 367 participants were handicapped; and
  - o 148 were ex-offenders.
- One-third of the out-of-school participants attained unsubsidized employment after the program.
- Fourteen percent or 181 Out-of-School participants obtained their GED.
- Over seventy-five percent of In-School participants either remained in school or graduated.



- Both In-School and Out-of-School participants showed significant reading and math achievements while in the STEP Program.
- Eighty-eight percent of the participants reported that they had either developed or were developing a career plan as a result of their participation in the STEP Program.
- Over ninety-five percent of the participants reported that they plan to either continue working, pursue additional training or return to school.
- Four percent of the participants plan to enter military service.
- All employers indicated they would participate in the STEP Program in future years.

# THE REPORT

# **SECTION ONE**

## **STEP ACTIVITIES**

## STEP ACTIVITIES

The School to Employment Program (STEP) provides job placement, training, counseling and remediation for economically disadvantaged youth. The program has two major components: In-School and Out-of-School. Youth in both programs are also assured of the opportunity for work experience or on-the-job training. The In-School and Out-of-School components of STEP also require participants to be enrolled in educational activities. Specifically, In-School youth are required to remain in an educational program leading to a high school diploma, while Out-of-School youth must participate in academic or GED preparation. The In-School program model requires that participants maintain satisfactory school performance and attendance standards to be eligible for jobs which are provided part-time during the school year and full-time during the summer. The Out-of-School programs also include on-the-job training, counseling, and remediation, with emphasis on basic educational skills, vocational skills and work maturity.

The following programmatic approaches were used to increase the employment potential and/or school retention of the economically disadvantaged youth participating in the STEP program.

Work Maturity - Courses were designed to assist youth in adapting to the work environment. Included in the courses were such areas as: the proper way to prepare for an interview, how to communicate on the telephone, job search techniques, resume writing, letter writing, and lastly, how to find and hold a job; including attendance, punctuality, communications, interaction, and respect for others.

Basic Skills Remediation - Courses are designed to improve the participant's reading, writing, and math skills pertinent to securing employment and keeping the job. In addition, improving these skills is vital in achieving a GED, a positive outcome of the out-of-school program.

Vocational Skills Training - Training in skill areas is provided by some out-of-school program operators.

Support Services - Participants are frequently in need and provided one or more support services such as: day care, transportation, and counseling to enhance their chances of success in the program.

One goal of STEP is to have private employers serve as the primary source of program worksites; to promote that goal the program can provide a 50 percent subsidy of participants' wages. It should be noted, however, that the program is permitted to use public sector agencies as well. The Federal Targeted Jobs Tax Credit (TJTC) program is often available to employers who hire STEP participants.

## **SECTION TWO**

# **PARTICIPANT CHARACTERISTICS**

## PARTICIPANT CHARACTERISTICS

The 1991 STEP Program enrolled 2,700 youth in the 44 projects which operated throughout the State. Of this total, nearly seventy percent were minorities, thirty-six percent were welfare recipients, Fifty-two percent were female, and all were economically disadvantaged.

As in past STEP cycles, Blacks accounted for the largest block of STEP enrollees. For the Out-of-School component, the Black enrollment level was at 48 percent, Hispanics accounted for 32 percent, Whites were at 19 percent and Asians, American Indians and others made up one percent.

For the In-school component of STEP, Blacks enrollees accounted for 45 percent of total enrollees, White participants represented 41 percent of all In-school enrollees while Hispanic enrollees comprised 13 percent of this segment of the STEP program.

The Out-of-School programs were administered by community-based groups which concentrated on the more disadvantaged inner-city youth. The In-School programs, run by local Job Training partnership Act program operators, operated in some areas with a much lower minority population density. Undoubtedly, this accounts for the ethnic enrollment differences such as the wide differential in Hispanic enrollments in the two STEP components of the STEP program.

It was interesting to note that Hispanic participation in the STEP program reversed its declining trend of the past several years. Overall, twenty-two percent (22%) of all participants were Hispanic in the 1991 program year compared with nineteen percent (19%) last year.

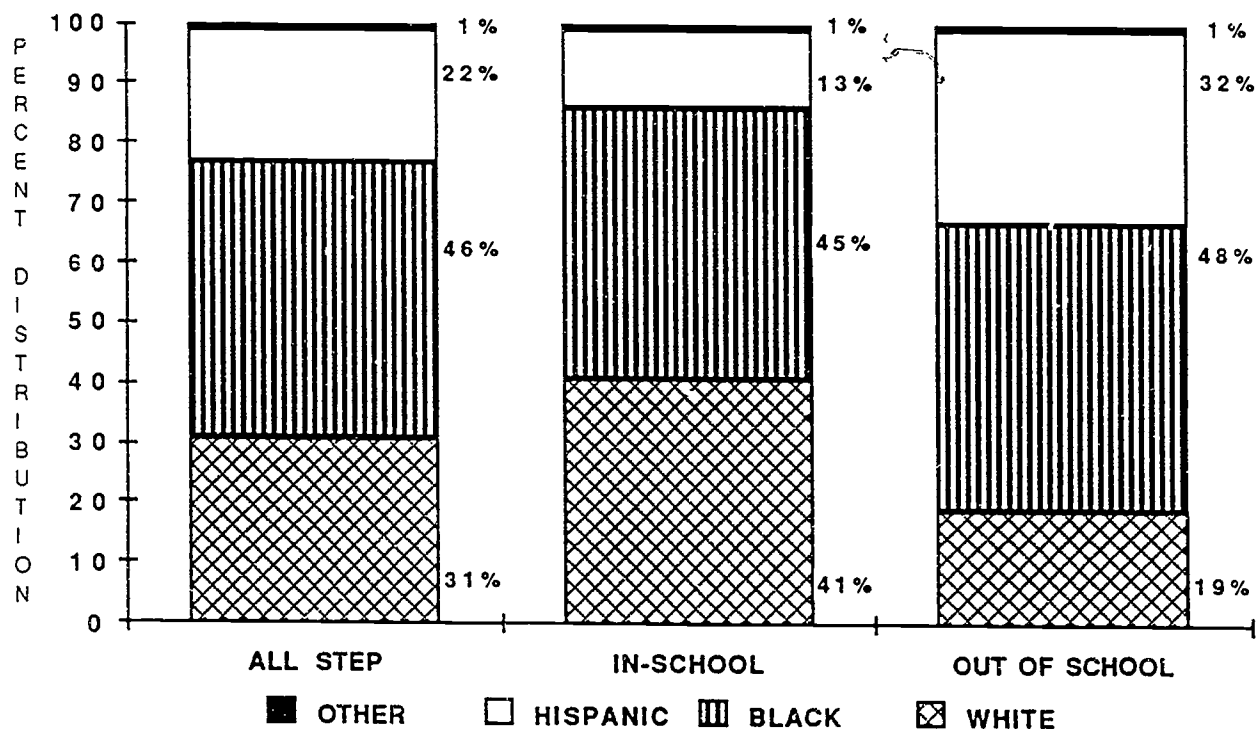
With the Hispanic population showing the largest growth rate among ethnic groups in New York State and statistics indicating that four-fifths of Hispanic youth do not finish high school, there certainly is justification for an expanding Hispanic role in the STEP Program.

Other significant characteristics of note include:

- Thirty-six percent of all enrollees were welfare recipients;
- Single parents numbered 140;
- There were 367 handicapped enrollees; and
- 148 offenders were STEP participants;
- 90 participants were homeless.

Chart I

SCHOOL TO EMPLOYMENT PROGRAM  
CLIENT CHARACTERISTICS



**SECTION THREE**  
**PARTICIPANT OUTCOMES**  
**AND**  
**MEASURES**



## PARTICIPANT OUTCOMES AND MEASURES

The School to Employment Program (STEP) addresses the needs of disadvantaged youth aged 14-21 who are either deemed at risk of dropping out of school or have already dropped out and are unprepared for employment. By combining a work experience with a learning experience it seeks to increase employment readiness, basic skills and the likeliness that those still in school will complete their education. The youth are employed in partially subsidized or unsubsidized jobs which gives them income, and increases their career awareness and work maturity. The majority of jobs are in the private sector.

The effectiveness of the STEP program is measured by the extent program activities meet stated objectives such as participant improvement in educational competency and employability skills. Specific performance measures for the STEP program include:

### STEP In-School

- o improvement in basic academic skills
- o high school retention
- o attainment of high school diploma
- o enrollment in a post-secondary educational program
- o attainment of unsubsidized employment
- o improvement in work maturity skills

### STEP Out-of-School

- o improvement in basic academic and vocational skills
- o return to high school
- o attainment of a GED
- o enrollment in a vocational skills training program
- o attainment of unsubsidized employment
- o improvement in work maturity skills

The forty-four STEP Program Operators enrolled 2,700 youth participants against a planned enrollment of 2,413 for 1991. While the 2,700 STEP participants in 1991 represented a decline of 274 youth from the preceding year, the 1991 accomplishments become even more significant when measured by the fact that there was \$1 million less dollars available to serve our disadvantaged youth this year in the STEP Program.

#### IN-SCHOOL RESULTS INCLUDED:

- o Seventy-five percent (75%) of In-School participants either remained in school or graduated
- o 75 participants obtained additional post-STEP training or entered a post secondary program.
- o 329 or twenty-three percent (23%) of STEP In-School youth obtained unsubsidized employment
- o In-School participants achieved a 1.6 grade level rise in reading abilities while math skills reflected a grade gain of 1.3 year.

Table 1

IN-SCHOOL PARTICIPANT OUTCOMES

## POSITIVE OUTCOMES

<u>Program Name</u>	<u>Enrollees Planned/Actual</u>	<u>Remained in School</u>	<u>Graduated High School</u>	<u>Obtained</u>		<u>Enrolled in Other Training/Post Ed. Prog.</u>
				<u>Unsubsidized Employment</u> <sup>1</sup>		
ACCESS SDA	58	29 (58%)	14 (28%)	16 (32%)	2	( 4%)
Buffalo Erie PIC	240	257 (96%)	24 ( 9%)	125 (47%)	13	( 5%)
Chemung-Schuyler- Steuben PIC	50	19 (38%)	10 (20%)	18 (36%)	0	( 0%)
Genesee County JOB	60	54 (87%)	0 ( 0%)	14 (23%)	0	( 0%)
Jefferson-Lewis SDA	72	43 (59%)	6 ( 8%)	13 (18%)	0	( 0%)
New York City DOE	466	176 (35%)	152 (30%)	144 (29%)	50	(10%)
Oneida-Herkimer- Madison SDA	55	37 (82%)	0 (11%)	5 (11%)	0	( 0%)
Rochester City	148	104 (71%)	9 ( 6%)	29 (20%)	3	( 2%)
Schenectady Youth	50	34 (74%)	5 (11%)	7 (15%)	7	(15%)
Suffolk County SDA	92	51 (50%)	38 (37%)	13 (13%)	0	( 0%)
Syracuse City	55	40 (58%)	3 ( 4%)	5 ( 7%)	0	( 0%)
TOTALS	1,346	801 (57%)	261 (19%)	329 (23%)	75	( 5%)

1. Unsubsidized employment was obtained after the completion of the STEP program.

OUT-OF-SCHOOL RESULTS INCLUDED:

- o Four hundred twenty-nine youth (<sup>33</sup>~~34~~%) attained unsubsidized employment after their tenure in the STEP program.
- o Eighteen percent (18%) or 226 youth went on to additional training in another program.
- o 181 participants, fourteen percent (14%), passed the GED. This, as in past year, is a conservative estimate as many youth were still awaiting results at this writing.
- o Seventy-two (6%) participants returned to school.
- o Over fifty percent were categorized as achieving a youth competency or achieving a program objective.
- o Participants obtained an impressive post-test math gain of 1.4 grade levels with the gain in reading abilities nearly equaling the math achievement.

Table 2

OUT-OF-SCHOOL PARTICIPANT OUTCOMES

## POSITIVE OUTCOMES

Program	Enrollments		Returned To School	Attained GED	Attained Unsubsidized Employment	Obtained Additional Training	Other <sup>1</sup>
	Planned	Actual					
ACCESS	13	14	0 (0%)	4 (29%)	6 (43%)	1 (7%)	0 (0%)
Action for a Better Community	25	31	1 (3%)	2 (7%)	12 (39%)	1 (3%)	12 (39%)
Albany City	34	34	1 (3%)	7 (21%)	9 (27%)	18 (53%)	21 (62%)
Broome County CYO	35	42	0 (0%)	5 (12%)	19 (45%)	0 (0%)	36 (86%)
Bronx Center	50	56	3 (5%)	0 (0%)	3 (5%)	29 (52%)	2 (4%)
Catholic Charities	36	46	1 (2%)	12 (26%)	16 (35%)	0 (0%)	0 (0%)
Clarkson Center	30	46	0 (0%)	3 (7%)	20 (44%)	1 (2%)	32 (70%)
CCR	45	46	9 (20%)	0 (0%)	14 (30%)	2 (4%)	25 (54%)
Columbia Opportunities	20	38	5 (13%)	1 (3%)	9 (24%)	5 (13%)	0 (0%)
Educational Assistance Center	38	39	0 (0%)	4 (10%)	0 (0%)	1 (3%)	30 (77%)
Elmcor	54	55	0 (0%)	6 (11%)	35 (64%)	55 (100%)	55 (100%)
EOC Nassau	15	20	0 (0%)	1 (5%)	3 (15%)	0 (0%)	13 (7%)

Table 2 (continued)

## POSITIVE OUTCOMES

<u>Program</u>	<u>Enrollments</u>		<u>Returned To School</u>	<u>Attained GED</u>	<u>Attained Unsubsidized Employment</u>	<u>Obtained Additional Training</u>	<u>Other<sup>1</sup></u>
	<u>Planned</u>	<u>Actual</u>					
Economic Opportunity Program	25	29	6 (21%)	6 (21%)	16 (55%)	2 (7%)	14 (48%)
FEGs	15	21	0 (0%)	7 (33%)	14 (67%)	3 (14%)	13 (62%)
GRAB	15	19	1 (5%)	4 (21%)	7 (37%)	5 (26%)	9 (47%)
Henry Street Settlement	30	40	2 (5%)	9 (23%)	17 (43%)	0 (0%)	25 (63%)
Huntington Youth Bureau	17	31	0 (0%)	14 (45%)	30 (97%)	5 (16%)	30 (97%)
Just-Us, Inc.	40	35	4 (11%)	5 (14%)	3 (9%)	0 (0%)	11 (31%)
Latimer-Woods	40	42	6 (14%)	6 (14%)	0 (0%)	1 (2%)	18 (43%)
Monroe Community College	30	56	0 (0%)	2 (4%)	21 (38%)	1 (2%)	35 (68%)
National Puerto Rican Forum	26	39	1 (3%)	14 (36%)	15 (39%)	11 (28%)	18 (46%)
National Congress of Neighborhood Women	28	31	7 (23%)	3 (10%)	4 (13%)	1 (3%)	13 (42%)
New York Urban League	40	56	5 (8%)	6 (11%)	16 (29%)	3 (5%)	19 (34%)
Niagara Falls	20	21	0 (0%)	2 (10%)	3 (14%)	11 (52%)	6 (29%)

Table 2 (continued)

## POSITIVE OUTCOMES

<u>Program</u>	<u>Enrollments</u>		<u>Returned To School</u>	<u>Attained GED</u>	<u>Attained Unsubsidized Employment</u>	<u>Obtained Additional Training</u>	<u>Other<sup>1</sup></u>
	<u>Planned</u>	<u>Actual</u>					
Planned Parenthood	20	39	0 (0%)	3 (8%)	0 (0%)	6 (15%)	10 (26%)
Ridgewood Bushwick	70	70	1 (1%)	26 (37%)	42 (60%)	7 (10%)	50 (71%)
Schenectady Youth Consortium	26	35	3 (9%)	3 (9%)	16 (46%)	5 (14%)	11 (31%)
Self Help	28	25	2 (8%)	2 (8%)	6 (24%)	6 (24%)	20 (80%)
Seneca Center	30	44	0 (0%)	4 (9%)	0 (0%)	11 (25%)	28 (64%)
Staten Island Community Center	15	20	7 (35%)	3 (15%)	0 (0%)	0 (0%)	0 (0%)
TIP Neighborhood House, Inc.	27	27	0 (0%)	6 (22%)	15 (56%)	0 (0%)	27 (100%)
UAW	50	50	1 (2%)	3 (6%)	30 (60%)	1 (2%)	25 (50%)
Vanguard	80	86	6 (7%)	8 (9%)	28 (33%)	34 (40%)	47 (55%)
TOTAL	1,067	1,283	72 (6%)	181 (14%)	429 (33%)	226 (18%)	655 (51%)

26

27

1. A term used to indicate a wide range of learnable outcomes which can include skills such as typing, repairing a carburetor, or filling out a job application; knowledge such as an awareness of the nature of job duties and requirements in important occupational cluster; attitudes such as regard for others, respect for authority; and behavior such as persistence on the job.

## BASIC SKILLS ACHIEVEMENTS

### TABE READING AND MATH GAINS

The Tests of Adult Basic Education (TABE) was the standardized instrument employed in this STEP Program evaluation. The TABE is a norm referenced test designed to measure achievement in reading, mathematics, language, and spelling -- the subject areas commonly found in adult basic education curricula. Because the tests combine the most useful characteristics of norm-references and criterion-referenced tests, they provide information about the relative ranking of examinees against a norm group as well as specific information about the instructional needs of examinees.

### PROCEDURE

Each program site administers, scores and reports the results of the pre and post test to the Department of Labor.

### FINDINGS

A sample of in and out-of-school participants' pre and post test scores showed substantial improvement in reading and math after exposure to the program.

Table 3

#### In-School Participant Gains in Reading and Mathematics

	No. of Participants	Pre test Mean	Grade Equiv.	Post test Mean	Grade Equiv.	Grade Gain
Reading	822	730	6.4	751	8.0	1.6
Math	819	731	6.0	753	7.3	1.3

Table 3 shows that average participants post test scores for reading jumped 1.6 grades while their post test gain in math reflects an average gain of 1.3 grades.

Table 4

#### Out-of-School Participant Gain Reading and Mathematics

	No. of Participants	Pre test Mean	Grade Equiv.	Post test Mean	Grade Equiv.	Grade Gain
Reading	412	732	6.5	750	7.9	1.4
Math	413	728	5.8	751	7.2	1.4

As shown in Table 4, Out-of-School participants exhibited an average reading and math grade gain of 1.4. The Grade Gains for these "at risk" youth becomes even more significant when viewed against the environment these participants must contend with each day of their lives.



## PARTICIPANT SATISFACTION

### How did participants rate their experience?

Seven hundred and fifty-five participants from the in-school and out-of-school programs responded to survey questions relating to the kind and quality of program service they received while in the STEP Program. Overall, participants expressed a very favorable response to their STEP Program experience.

### Satisfaction Ratings

#### Basic Education

Seventy-three percent of the participants were either fairly satisfied or very satisfied with the educational component.

#### Counseling

Eighty percent of the participants indicated that they were either fairly satisfied or very satisfied with the counseling component.

#### Career Education

Eighty-three percent of the participants were either fairly satisfied or very satisfied with the Career Education Component.

#### Work Experience

With regards to the Work Experience component, seventy-two percent of the participants indicated that they were either fairly satisfied or very satisfied.

#### Participant Problems

Regarding potential problems they may have encountered while in the program, ninety-one percent of the participants reported no problem with any aspect of the program, moreover; external factors such as child care or transportation did not hinder their program participation. Of those participants who did report having some problems, work experience was reported as the most problematic followed by education, transportation, scheduling and child care.

In response to the question "who worked with you on this problem(s)," the project counselor, followed by the program instructor and work site supervisor were the individuals most often cited as those who help participants with the problem(s).

### Career Plans

Eighty-eight percent of the participants reported that they had either developed or were developing a career plan as a result of their participation in the STEP Program.

Over ninety-five percent of the participants reported that they plan to either continue working, pursue additional training or return to school.

Four percent of the participants plan to enter military service.

### General Satisfaction

Ninety-four percent of the participants stated that they would recommend the program to their friends.

## STEP Employer Survey Results

According to work site supervisors, eighty-two percent of the participants exhibited either excellent (no absences) or good attendance (fewer than 3 per month) at the beginning of the program. Participant punctuality remained fairly consistent throughout their work experience. It should be noted that while both participant punctuality and attendance declined moderately over the span of time at the work site, given the multiple barriers to employment experienced by these "at risk" youth, the high percentages for attendance and punctuality at the end of the program must be viewed as a positive accomplishment. Moreover, supervisors indicated that participants showed significant improvement in their attitude towards work. Overall, Supervisors observed the greatest improvement in the area of vocational skills. Eighty-three percent of the participants showed either great improvement or some improvement in vocational skills.

Lastly in response to the question would you participate in this program again, all employers said "yes".

**Table 5**

- 1) At the beginning of the program, how was the participant's attendance at the worksite?

Excellent No Absences	Good Fewer than 3/month	Fair 3-5 per month	Poor More than 5/month
35.5	46.4	15.3	2.8

- 2) At the end of the program how was the participant's attendance?

Excellent No Absences	Good Fewer than 3/month	Fair 3-5 per month	Poor More than 5/month
29.1	42.3	20.7	7.9

- 3) At the beginning of the program, how was the participant's punctuality?

Excellent Lateness	Good Fewer than 3/month	Fair 3-5 per month	Poor More than 5/month
33.1	49.5	16.4	1.0

- 4) At the end of the program, how was the participant's punctuality

Excellent	Good	Fair	Poor
36.5	42.0	14.7	6.8

- 5) At the end of the program, did you observe any improvement in the participant's work attitude?

Great Improvement	Some Improvement	Little Improvement	No Improvement
28.3	53.2	10.4	8.1

- 6) At the end of the program, did you observe any improvement in the participant's vocational skills?

Great Improvement	Some Improvement	Little Improvement	No Improvement
25.4	57.7	11.7	5.1

- 7) Would you participate in this program again?

YES 100%

NO

## **APPENDIX A**

1990-91 SCHOOL TO EMPLOYMENT PROGRAM SITES

In-School

ACCESS PIC 72 Clinton Street Plattsburgh, New York 12901	Jefferson/Lewis SDA 130 Park Place Watertown, New York 13601
Buffalo/Erie PIC 170 Franklin Street Buffalo, New York 14202	New York City Department of Employment 220 Church Street 5th Floor New York, New York 10013
Chemung/Schuyler/Steuben PIC 109 W. Water Street Painted Post, New York 14870	Oneida/Herkimer/Madison 800 Park Avenue 8th Floor Utica, New York 13501
City of Rochester Office of Employment and Training 240 Public Safety Building Rochester, New York 14614	Suffolk County Department of Labor 455 Wheeler Road Route 111 Hauppauge, New York 11788
City of Syracuse 217 Montgomery Street Syracuse, New York 13202	Schenectady Youth Consortium 240 Broadway Schenectady, New York 12305
Genesee County Job Development 45 Liberty Street Batavia, New York 14020	

### Out-of-School

Action for a Better Community  
244 S. Plymouth Avenue  
Rochester, NY 14608

ACCESS SDA  
63 West Main Street  
Malone, NY 12953

Bronx Center  
P.O. Box 187  
Bronx, New York 10473

Broome CYO  
230 Main Street  
Binghamton, New York 13905

Catholic Charities of Buffalo  
Manpower Services, Inc.  
525 Washington Street  
Buffalo, New York 14203

Clarkson Community Center  
111 Elmwood Avenue  
Buffalo, New York 14202

Columbia Opportunities, Inc.  
725 Warren Street  
Hudson, New York 12534

CPR  
P.O. Box 1214  
184 Liberty Street  
Newburgh, New York 12550

Department of Human Resources  
Capital Region SDA  
88 North Lake Avenue  
Albany, New York 12206

EAC, Inc.  
100 E. Old County Road  
Suite 111  
Mineloa, New York 11501

EOC of Nassau  
106 Main Street  
Hempstead, New York 11550

EOP of Chemung & Schuyler  
318 Madison Avenue  
Elmira, New York 14901

Elmcot Youth and Adult  
98-04 Astoria Boulevard  
E. Elmhurst, New York 11369

Enterprise/Huntington Youth  
Bureau  
423 Park Avenue  
Huntington, New York 11743

Federation Employ and Guidance  
Service (FEGS)  
114 5th Avenue  
New York, New York 10011

(GRAB) Guidance Referrals  
Apprenticeship and Beyond  
817 Prospect Ave. - P.O. Box 464  
Westbury, NY 11590

Henry Street Settlement  
265 Henry Street  
New York, New York 10002

Just-Us, Inc.  
2112 Second Avenue  
New York, New York 10029

Latimer-Woods  
395 Flatbush Avenue Ext.  
Brooklyn, New York 11201

Monroe Community College  
1000 East Henrietta Road  
Rochester, New York 14623

NCNW  
249 Manhattan Avenue  
Brooklyn, New York 11211

National Puerto Rican Forum  
31 East 32nd Street, 4th floor  
New York, NY 10016

New York Urban League  
218 West 40th Street  
8th Floor  
New York, New York 10018

Niagara Falls City School  
District  
607 Walnut Avenue  
Niagara Falls, NY 14301

Planned Parenthood  
380 Second Avenue  
3rd Floor  
New York, New York 10010  
Ridgewood Bushwick  
238 Wyckoff Avenue  
Brooklyn, New York 11237

Self-Help  
P.O. Box 144  
Bronx, New York 10468

Seneca Center  
1241 Lafayette Avenue  
Bronx, New York 10474

Staten Island Children's Council  
73-75 Victory Boulevard  
Staten Island, New York 10301

Schenectady Youth Consortium  
240 Broadway  
Schenectady, New York 12305

TIP Neighborhood Center  
1030 East 178th Street  
Bronx, New York 10460

UAW-JDIC Buffalo/Erie  
200 Franklin Street  
Buffalo, New York 14202

Vanguard Urban Improvement  
556 Norstrand Avenue  
2nd Floor  
Brooklyn, New York 11216

## **APPENDIX B**



# **REPORTING FORMATS AND TESTING PROCEDURES**

**September 1991**

## TEST GUIDELINES/REPORTS FOR PROGRAM OPERATORS

### TABE LOCATOR TEST

Prospective program participants must meet a Legislative requirement before enrolling in a YEET Program. For example, in the Youth Work Skills program it specifies that all participants must have Reading skills at or below the fifth grade level. The Locator Test is used to determine the Reading levels of all prospective participants in order to establish program eligibility.

- The TABE Locator Test for Math and Reading is to be administered prior to enrollment. Participants' total score on the locator test is used to assign a TABE level. This procedure is described in the test administrator's manual.

### TABE

TABE tests are administered to all YEETP participants to determine the grade levels of their Math and Reading skills and to find where their weaknesses lie. They also provide information on the achievement levels of the participants by comparing the pre- and post-test scores. This evaluation determines program effectiveness.

- TABE pre-tests for Math and Reading are to be given during the assessment phase, within two weeks after enrollment.
- Answer keys are available to grade the pre-tests. Correct answers are to be summed for both tests to determine the Raw Scores for each. These Raw Scores then need to be converted into Scale Scores. The procedure for this conversion is described in the Norms Book. The Scale Scores are to be entered on the pre-test Testing Records for each participant.

- TABE post-tests for Math and Reading are to be administered upon completion of the program year, commencing in May and ending by June 30. Programs operating several cycles should, of course, conduct post-tests at each cycle's close. The results of the post-tests are to be entered on both post-test Testing Records and final Testing Records. Final testing records will contain testing results for the entire program year.

### **JOB CORPS WORLD OF WORK TESTS**

Three subtests are included in the World of Work tests. These include Occupational Knowledge, Consumer Economics, and Survival Skills/Community

Resources. World of Work tests are used to determine the participants' knowledge of basic work skills necessary in everyday life. Pre- and post-tests are administered in order to evaluate the participants' progress from the beginning to the end of the program year.

- World of Work pre-tests are to be given during the assessment phase, within two weeks of enrollment. There is a choice of two tests (A & B) for all three sections. Either A or B may be administered for each section, assuring that a total of three are given.
- The pre-tests then need to be graded. Answer sheets are provided for each test available. Correct answers of both tests are to be summed to determine the Raw Scores. These scores are to be entered on the pre-test Testing Records for each participant.

- Post-tests are to be administered to all participants at the end of the program year, commencing in May and ending by June 30. For all three sections, give the test (A or B) that was NOT used for the pre-test. The Raw Scores should be marked on the post-test and final Testing Records.

*ALL TESTING RECORDS, PRE, POST, AND FINAL, FOR TABE AND WORLD OF WORK TESTS ARE TO BE DUPLICATED AND SENT TO BOTH THE APPROPRIATE PROGRAM COORDINATOR AND THE ACCOUNT EXECUTIVE AT THE RESPECTIVE COMPLETION TIMES.*

#### **PERIODIC REPORTS**

Periodic reports are completed in order to follow the progress of all participants and to determine whether intervention is required of the Program Coordinator.

- Program Operator Quarterly Reports on all participants are to be completed and submitted to both the appropriate Program Coordinator and the Account Executive on the 15th day of October, January, April, and July. Quarterly Reports are available for each applicable program. These Quarterly Participant Reports are cumulative. That is, the October submittal covers three months data, the January reports covers six months data, the April report covers nine months data, and the July (Final) report covers 12 months data.

#### **SURVEYS**

Surveys are completed at the end of the program year to determine overall satisfaction with the program on the part of the participants, the employers, and the Program Operators.

- The Project Director, a sample of the program staff, and a selected sample of participants will receive a structured interview to determine the effectiveness of the program.
- All YEET participants will complete a Participant Questionnaire Survey at the end of the program year.

*ALL SURVEY RESULTS ARE TO BE DUPLICATED AND SENT TO BOTH THE APPROPRIATE PROGRAM COORDINATOR AND THE ACCOUNT EXECUTIVE UPON COMPLETION.*

**THE FOLLOWING ITEMS SHOULD BE PURCHASED FOR EVALUATION PURPOSES\*:**

**For Each Student Utilizing TABE**

- 1 practice Exercise and Locator Test Book
- 1 practice Exercise and Locator Test Answer Sheet
- 1 Reading and 1 Math Test Book
- 1 Reading and 1 Math Test Answer Sheet
- 1 Reading and 1 Math Individual Diagnostic Profile and Analysis of Learning Difficulties.

**For Each Program Operator**

- 1 Examiner's Manual for Math and Reading
- 1 Test Coordinator's Handbook
- 1 Technical Report
- 1 Norms Book

\* These can all be purchased from McGraw-Hill

Contact Number: 1-800-538-9547

If further information is required, Robert P. Starr, Ed.D., is the consultant in New York State.

contact Number: 516/757-6414

## **TEST TAKING ENVIRONMENT FOR THE YEET AND WORK SKILLS PROGRAMS**

### **TEST ENVIRONMENT**

Several pre- and post-tests are administered to the YEETP Program participants and Work Skills Programs. Due to the nature of these programs and the target population involved, the test taking procedure can be a much more stressful event than it would be for the average student. A positive test taking environment will both contribute greatly to the success of the participants on these tests and assure that the participants take the tests seriously.

The physical test taking atmosphere is of utmost importance. The room should be well lit. Students should be comfortably seated. Proper ventilation is a must and the temperature of the room should be as comfortable as possible. If possible, 'Do Not Disturb' signs should be posted on all entrances to reduce outside distractions. Breaks should be provided upon completion of each section and restrooms should be easily accessible.

The needs of the examinees must be considered in all respects. To that end, program operators need be sensitive to these needs and should, to the best of their ability, provide an orderly yet relaxed, atmosphere. The following suggestions provide ways of achieving this atmosphere for the examinees.

The tests should be described as a measure of basic skills that are used in everyday life. They may serve as preparation for General Educational Development (GED) tests and help direct their educational goals. Participants should be told that no pre-test preparation is required on their part.

Participants should be told in advance that they will probably not be able to provide answers to all questions due to lack of experience, not knowledge. This will reduce frustration. Time should be of little consequence for the participants. They should be reassured by telling them that they should attempt to answer all items but move on if they become frustrated. Educated guesses should be encouraged.

Examiners need to fully understand the tests being administered. Therefore, the Program Operators are to be the only ones administering all tests. They need to be familiar with the questions and be able to provide rationales for the answers. Procedures need to be adhered to in order to insure the validity of the test scores.

Instructions for the examinees should be described in entirety prior to beginning the test. This will reduce the probability of questions arising during the test that everyone may need to know the answer to, thus wasting time in providing answers. Therefore, the examiners must be sure that complete instructions have been provided to the participants to increase confidence all around.

These guidelines should help the examinees feel more confident and relaxed during the test. If the examiners take these procedures seriously, so will the examinees. This will lead to more valid data for the evaluation process in determining overall program success.



YEETP TESTING RECORD

DATE: \_\_\_\_\_

Contract Number: \_\_\_\_\_

Program Name: \_\_\_\_\_

Account Executive: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Telephone: \_\_\_\_\_

NAME	TAFE READING SCALE SCORE		TAFE MATH SCALE SCORE	
	Pre Test	Post Test	Pre Test	Post Test
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

10/89

YEETP TESTING RECORD

DATE: \_\_\_\_\_

Contract Number: \_\_\_\_\_

Program Name: \_\_\_\_\_

Account Executive: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Telephone: \_\_\_\_\_

NAME	WORLD OF WORK CONSUMER ECONOMICS SCALE SCORE		WORLD OF WORK OCCUPATIONAL KNOWLEDGE SCALE SCORE		WORLD OF WORK SURVIVAL SKILLS/ COM. RESOURCES SCALE SCORE	
	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
10/89						

# STEP IN-SCHOOL PROGRAM QUARTERLY PARTICIPANT REPORT

Program Operator \_\_\_\_\_

Contract # \_\_\_\_\_

**Reporting Period:**    October      January      April      July  
                               (Please circle one)                  (Cumulative)

Prepared By: \_\_\_\_\_

Date Submitted \_\_\_\_\_

Telephone Number ( )

**Total Number Enrolled to Date**

**Actual / Planned**

**New Enrollments**  
**Transfers from Previous Contract**

**Total Number Pre-Tested**

**(Pre-Test within 2nd week of enrollment)**

**Total Number Post-Tested**

**(All Post test should be completed by May 30th)**

**Total Number Placed on Jobs  
(while in program)**

Private Sector \_\_\_\_\_  
Public Sector \_\_\_\_\_

	Subsidized	Unsubsidized
1. <b>Interest</b>	<p>Interest on subsidized loans is paid by the federal government while you are in school at least half-time. Interest on unsubsidized loans begins to accrue when you first borrow money.</p>	<p>Interest on unsubsidized loans begins to accrue when you first borrow money. If you do not make payments on unsubsidized loans while in school, the interest will be capitalized (added to the principal) when you graduate or leave school.</p>
2. <b>Repayment</b>	<p>Repayment of subsidized loans begins six months after you leave school. Repayment of unsubsidized loans begins nine months after you leave school.</p>	<p>Repayment of unsubsidized loans begins nine months after you leave school. If you do not make payments on unsubsidized loans while in school, the interest will be capitalized (added to the principal) when you graduate or leave school.</p>
3. <b>Forgiveness</b>	<p>Some subsidized loans may be eligible for forgiveness if you work in a public service job for a certain number of years.</p>	<p>Unsubsidized loans are not eligible for forgiveness.</p>

### Participant Characteristics

### Total Number Public Assistance Recipients

**Total Number Homeless**

Total Number Adolescent Parents

### Supportive Service Referrals

Number Referred for Day Care

Number Referred for Housing

Number Referred for Substance Abuse

**Other (specify)**

**Total Number of Terminations to Date**

**Actual**

**Total Number of Positive Terminations  
(Individuals)**

### Stayed in School

**Attained High School Diploma**

### Attained Unsubsidized Employment

Enrolled in Other Training/

### Post Secondary Ed. Programs

### Attained Youth Competency

### Total Number of Non-Positive Terminations

**(Individuals)**

(Indicate Primary Reason)

### Non-Attendance

## Relocation

## Incarceration

## Pregnancy

### III Health

## Substance Abuse

## Comments Section

1) What success has the program accomplished? Ideas you would like to share.

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2) What programmatic activities have taken place over the last quarter?

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3) What programmatic problems have occurred?

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4) What additional technical assistance do you need?

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\_\_\_\_\_  
*STEP Director Signature*

**STEP**  
**OUT-OF-SCHOOL PROGRAM**  
**QUARTERLY PARTICIPANT REPORT**  
**1991-1992**

Program Operator \_\_\_\_\_

CONTRACT # \_\_\_\_\_

Reporting Period:    October    January    April    July  
                                   (Please circle one)                                    (CUMULATIVE)

Prepared By: \_\_\_\_\_

Date Submitted \_\_\_\_\_

Telephone Number (       ) \_\_\_\_\_

Total Number Enrolled to Date

Actual    /    Planned  
 (to date)    (Year)

Total Enrolled \_\_\_\_\_

Total Number Pre-Tested \_\_\_\_\_

(Pre-Test within 2nd week of enrollment)

Total Number Post-Tested \_\_\_\_\_

(All Post test should be completed by May 30th)

Total Number Placed on Jobs \_\_\_\_\_

(while in program)

Private Sector \_\_\_\_\_

Subsidized \_\_\_\_\_

Public Sector \_\_\_\_\_

Unsubsidized \_\_\_\_\_

Participant Characteristics

Total Number Public Assistance Recipients \_\_\_\_\_

Total Number Homeless \_\_\_\_\_

Total Number Adolescent Parents \_\_\_\_\_

Supportive Service Referrals

Number Referred for Day Care \_\_\_\_\_

Number Referred for Housing \_\_\_\_\_

Number Referred for Substance Abuse \_\_\_\_\_

Other (specify) \_\_\_\_\_

Total Number of Terminations \_\_\_\_\_

Total Number of Positive Terminations \_\_\_\_\_

(Individuals)

Returned to High School \_\_\_\_\_

Attained a High School Equivalency Diploma \_\_\_\_\_

Completed GED Prep \_\_\_\_\_

Took Exam and Passed \_\_\_\_\_

Enrolled in Other Training/ \_\_\_\_\_

Post Secondary Ed. Programs \_\_\_\_\_

Attained Unsubsidized Employment \_\_\_\_\_

Total Number of Non-Positive Terminations (Individuals) \_\_\_\_\_

(Indicate Primary Reason)

Non-Attendance \_\_\_\_\_

Relocation \_\_\_\_\_

Incarceration \_\_\_\_\_

Pregnancy \_\_\_\_\_

Ill Health \_\_\_\_\_

Substance Abuse \_\_\_\_\_

Number carried over from previous year \_\_\_\_\_

## Comments Section

1) What success has the program accomplished? Ideas you would like to share.

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2) What programmatic activities have taken place over the last quarter?

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3) What programmatic problems have occurred?

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4) What additional technical assistance do you need?

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\_\_\_\_\_  
*STEP Director Signature*

STEP  
EMPLOYER SURVEY

PROGRAM NAME \_\_\_\_\_

CONTRACT # \_\_\_\_\_

Business Category (Choose one)

- |  |  |  |
|--|--|--|
| A. Agriculture <input type="checkbox"/>    | E. Retail: <i>General Merchandise</i> <input type="checkbox"/> | F. Wholesale <input type="checkbox"/>  |
| B. Construction <input type="checkbox"/>   | <i>Grocery</i> <input type="checkbox"/>                        | G. Financial <input type="checkbox"/>  |
| C. Manufacturing <input type="checkbox"/>  | <i>Apparel</i> <input type="checkbox"/>                        | H. Services <input type="checkbox"/>   |
| D. Transportation <input type="checkbox"/> | <i>Eating Place</i> <input type="checkbox"/>                   | I. Government <input type="checkbox"/> |
|  | <i>Other</i> <input type="checkbox"/>                          | J. Other <input type="checkbox"/>      |

Worksite Ranking Scale - we're trying to do a better job of helping STEP participants' to increase their employment potential. To achieve this goal, we need your help. Please check the response to the following questions that best represents your observation of the participant at the worksite.

- |   | (1)   | (2)   | (3)  | (4)  |
|---|---|---|--|--|
| 1) At the beginning of the program, how was the participant's attendance at the worksite?             | Excellent<br>No Absences <input type="checkbox"/> | Good<br>Fewer than 3/month <input type="checkbox"/> | Fair<br>3-5 per month <input type="checkbox"/> | Poor<br>More than 5/month <input type="checkbox"/> |
| 2) At the end of the program how was the participant's attendance?                                    | Excellent<br>No Absences <input type="checkbox"/> | Good<br>Fewer than 3/month <input type="checkbox"/> | Fair<br>3-5 per month <input type="checkbox"/> | Poor<br>More than 5/month <input type="checkbox"/> |
| 3) At the beginning of the program, how was the participant's punctuality?                            | Excellent<br>No Absences <input type="checkbox"/> | Good<br>Fewer than 3/month <input type="checkbox"/> | Fair<br>3-5 per month <input type="checkbox"/> | Poor<br>More than 5/month <input type="checkbox"/> |
| 4) At the end of the program, how was the participant's punctuality?                                  | Excellent <input type="checkbox"/>                | Good <input type="checkbox"/>                       | Fair <input type="checkbox"/>                  | Poor <input type="checkbox"/>                      |
| 5) In the first two weeks, how would you rate the participant's work attitude?                        | Excellent <input type="checkbox"/>                | Good <input type="checkbox"/>                       | Fair <input type="checkbox"/>                  | Poor <input type="checkbox"/>                      |
| 6) In the first two weeks, how would you rate the participant's vocational skills?                    | Excellent <input type="checkbox"/>                | Good <input type="checkbox"/>                       | Fair <input type="checkbox"/>                  | Poor <input type="checkbox"/>                      |
| 7) At the end of the program, did you observe any improvement in the participant's work attitude?     | Great<br>Improvement <input type="checkbox"/>     | Some<br>Improvement <input type="checkbox"/>        | Little<br>Improvement <input type="checkbox"/> | No<br>Improvement <input type="checkbox"/>         |
| 8) At the end of the program, did you observe any improvement in the participant's vocational skills? | Great<br>Improvement <input type="checkbox"/>     | Some<br>Improvement <input type="checkbox"/>        | Little<br>Improvement <input type="checkbox"/> | No<br>Improvement <input type="checkbox"/>         |
| 9) Would you participate in this program again?   | YES <input type="checkbox"/>                      | No <input type="checkbox"/>                         |  |  |
| 10) Please explain in the space _____   |   |   |  |  |
|   |   |   |  |  |
|   |   |   |  |  |

Return completed survey to:

\_\_\_\_\_  
51  
\_\_\_\_\_  
41

**STEP  
PARTICIPANT QUESTIONNAIRE**

PROGRAM NAME \_\_\_\_\_

CONTRACT # \_\_\_\_\_

Please give us your honest opinions concerning your experience in the School to Employment Program (STEP) by checking the rating closest to your opinion. Your responses will improve the program in future years. **NOTE: DO NOT WRITE YOUR NAME ON THIS SURVEY. YOUR RESPONSES ARE CONFIDENTIAL.**

1)

	Not Satisfied (1)	Fairly Satisfied (2)	Very Satisfied (3)
Counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic Education (reading/math)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2) Did you have a problem regarding any of the following? If YES, tell us by checking under how well you were able to solve the problem.

	Not at All (1)	To some Extent (2)	To a large Extent (3)	Completely (4)
Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scheduling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) Who worked with you on this problem(s)?

Program Counselor ☐ Teacher ☐ Work Supervisor ☐ Other ☐

4) How would you describe the supervision on your job?

☐ Adequate (1)  
☐ Inadequate (2)

5) Has the program helped you to develop or improve your career plans?

Hasn't helped at all	Hasn't helped very much	Yes, I've been working on a plan	Yes, I now have a definite plan
(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>

6) I now plan to:

Enter military Service	Find/continue a job	Go on to post (after) high school education	Return to or continue in high school
(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>

7) Would you recommend this program to your friends?

Definitely Not	Probably Not	Probably	Most Definitely
(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>

8) In the space provided below, add any other comments you wish to make regarding other aspects of your experience in the program (i.e., physical facilities, the amount of pay you received.)

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Return completed survey to

\_\_\_\_\_

\_\_\_\_\_ 52 \_\_\_\_\_



## **APPENDIX C**

## STEP IN-SCHOOL 1991

PROGRAM: ACCESS - SDA  
(Plattsburgh)

FUNDING LEVEL: \$90,000  
TOTAL PARTICIPANTS PLANNED: 58  
TOTAL PARTICIPANTS ENROLLED: 50

### TARGET POPULATION:

Economically disadvantaged "at-risk" students 16 and 17 years old. Preference given to homeless youth and those receiving public assistance.

### PROGRAM COMPONENTS:

(1) Assessment (including academic skills, interests, career and educational goals, work attitudes and job search skills); (2) career exploration; (3) job readiness; (4) remediation; (5) counseling; and (6) work experience.

### YOUTH COMPETENCIES:

None.

### JOB SITES:

Not-for-profit and private-sector worksites in the following occupational areas: stock clerk, nursing home attendant, fast foods, clerical (school districts), office assistant, and salesperson.

### METHOD OF PAYMENT:

Differs among subcontractors, primarily directly by employer.

### CONTACT WITH PARTICIPANTS:

Weekly counseling sessions on employability training, including career exploration, readiness and remediation.

### CONTACT WITH SCHOOLS:

Referrals from SDA's school systems, specifically guidance offices. Services were provided in home schools.

### INTERAGENCY LINKAGES:

Local school guidance officers, Youth Bureau and participants' high school or local BOCES. Lastly, County Department of Social Services and Probation. Staff (inkind) time was utilized from school districts, guidance offices, and the County Youth Bureau.

## STEP IN-SCHOOL 1991

PROGRAM: Buffalo and Erie County  
Private Industry Council, Inc. (Buffalo)

FUNDING LEVEL: \$300,000  
TOTAL PARTICIPANTS PLANNED: 240  
TOTAL PARTICIPANTS ENROLLED: 268

### TARGET POPULATION:

Economically disadvantaged, in-school youth, aged 16 - 18, with preference to youth receiving public assistance.

### PROGRAM COMPONENTS:

- 1) Program Startup
  - o outreach
  - o recruitment
  - o eligibility certification
  - o enrollment
  - o assessment
  - o scheduling of activities
- 2) Pre-employment skills instruction
- 3) School/employment
  - o job development
  - o placement into OJT
- 4) Program Evaluation and Follow up

### YOUTH COMPETENCIES:

Yes.

### JOB SITES:

Job slots in private sector, in the following occupational areas: welder, service station attendant, telephone surveys, dietary aide, computer maintenance assistant, stock person, office clerk, sales clerk and data entry clerk.

### METHOD OF PAYMENT:

Youth paid by employer, who is reimbursed 50% for OJT by program operator.

### CONTACT WITH PARTICIPANTS:

Weekly counseling/training meetings between teacher/coordinator and participant.

**Buffalo and Erie County (cont.)**

**CONTACT WITH SCHOOLS:**

Buffalo Vocational Technical Center - Vocational Skills Training  
Erie BOCES #1 Centers - Occupational education

**INTERAGENCY LINKAGES:**

Established linkages with human service and educational agencies. Linkage agreements signed between PIC and the Division for Youth of the City of Buffalo and Towns of Tonawanda and Cheektowaga. Outreach and recruitment coordinated effort between schools, the Erie County Department of Social Services and the Service Delivery Area. When warranted, participants were referred to CBO's.

## STEP IN-SCHOOL 1991

**PROGRAM:** Chemung, Schuyler, Steuben  
Private Industry Council

**FUNDING LEVEL:** \$58,000  
**TOTAL PARTICIPANTS PLANNED:** 50  
**TOTAL PARTICIPANTS ENROLLED:** 50

### **TARGET POPULATION:**

Economically disadvantaged youth ages 16-18 at risk of dropping out of school. Preference is given to youth receiving public assistance and homeless youth.

### **PROGRAM COMPONENTS:**

Primary program activities are on-the-job training, counseling and educational activities including remediation where necessary. Program design includes emphasis on participant involvement in basic educational skills, vocational skills, job seeking capabilities and work maturity.

### **YOUTH COMPETENCIES:**

PIC approved pre-employment and work maturity competencies are used.

### **JOB SITES:**

Public and private worksites are used.

### **METHOD OF PAYMENT:**

Employers are reimbursed for 50% of participants' wages and pay participants directly.

### **CONTACT WITH PARTICIPANTS:**

Program counselors meet with each participant on a bi-weekly basis and meet with worksite supervisor at least monthly.

### **CONTACT WITH SCHOOLS:**

The BOCES and twenty-four school districts are involved in recruitment, monitoring time and attendance, making remediation assignments and doing monthly evaluations of participants' progress.

### **INTERAGENCY LINKAGES:**

Special arrangements have been made with the Chemung County Youth Bureau, the Probation Department and the Division for Youth. The PIC has long-standing linkages with a wide variety of state and local agencies. Job Service staff assist in recruitment and placement.

## **STEP IN-SCHOOL 1991**

**PROGRAM:** Genesee County Job  
Development Bureau

**FUNDING LEVEL:** \$83,000  
**TOTAL PARTICIPANTS PLANNED:** 60  
**TOTAL PARTICIPANTS ENROLLED:** 62

### **TARGET POPULATION:**

The program operator has established extensive criteria to describe "at risk" youth.

### **PROGRAM COMPONENTS:**

Recruitment, orientation and assessment, career exploration, pre-employment and work maturity skills development, job club, work experience, on-the-job training, basic education and vocational skills training.

### **YOUTH COMPETENCIES:**

No.

### **JOB SITES:**

Participants work in private sector positions for a maximum of 20 hours per week.

### **METHOD OF PAYMENT:**

Participants are paid by the worksites, which are reimbursed for 50% of participants' wages.

### **CONTACT WITH PARTICIPANTS:**

One counselor is assigned to work with participants on an on-going basis for the duration of the program.

### **CONTACT WITH SCHOOLS:**

The program operator works closely with the schools throughout the program.

### **INTERAGENCY LINKAGES:**

The SDA has existing linkages with a wide variety of state and local agencies. In addition, local schools and the BOCES.

## STEP IN-SCHOOL 1991

**PROGRAM:** Jefferson-Lewis SDA  
(Watertown)

**FUNDING LEVEL:** \$44,000  
**TOTAL PARTICIPANTS PLANNED:** 72  
**TOTAL PARTICIPANTS ENROLLED:** 73

### **TARGET POPULATION:**

Economically disadvantaged, in-school youth aged 16 - 18. The SDA intends to serve forty percent (40%) public assistance recipients.

### **PROGRAM COMPONENTS:**

Work Experience in conjunction with:

- o remediation
- o vocational assessment/career exploration
- o job-getting/labor market orientation
- o counseling

### **YOUTH COMPETENCIES:**

None.

### **JOB SITES:**

Work experience sites in both private and public sectors in the following occupational areas: building maintenance, receptionist, clerical assistant, teacher aide, retailing and service station attendant.

### **METHOD OF PAYMENT:**

SDA handles payroll and payment to participants.

### **CONTACT WITH PARTICIPANTS:**

Counseling as it relates to the vocational aspects performed on an as-needed basis. Educational counseling addressed by the school districts.

### **CONTACT WITH SCHOOLS:**

The Jefferson-Lewis school districts heavily involved due to past linkages with STEP activities.

### **INTERAGENCY LINKAGES:**

Established linkages with educational, community, and human services agencies and the Private Industry Council.

## STEP IN-SCHOOL 1991

PROGRAM: New York City Department  
Of Employment  
New York, New York

FUNDING LEVEL: \$1,000,000  
TOTAL PARTICIPANTS PLANNED: 466  
TOTAL PARTICIPANTS ENROLLED: 504

### TARGET POPULATION:

Economically disadvantaged youth, 16 - 18, enrolled in regular or alternative schools and at risk of dropping out of school. Thirty-five percent (35%) enrolled will be from families on public assistance in addition to homeless youth.

### PROGRAM COMPONENTS:

- 1) Outreach and Recruitment
- 2) Selection of Eligibles, Certification, and Enrollment
- 3) Employability Development Plans
- 4) Orientation
- 5) Supportive Services
  - o basic remediation
  - o pre-employment/work maturity
  - o counseling
- 6) Vocational skills
- 7) Job Development OJT slots

### YOUTH COMPETENCIES:

None.

### JOB SITES:

On-the-job training slots were developed in private sector and public sector. Participants placed in the following occupational areas: library and teacher aid, receptionist, messenger, office aid, assistant bookkeeper, cashier, fast food preparer, building maintenance, sales clerk.

### METHOD OF PAYMENT:

Employer pays the participant directly. Employer reimbursed with a 50% wage subsidy.

### CONTACT WITH PARTICIPANTS:

There are counseling sessions with participants to update employability development plans, as well as problems or barriers they might have in completing the program.



New York City Department of Employment (cont.)

**CONTACT WITH SCHOOLS:**

The school system is major source of referrals for the program. Board of Education grants school credit for work experience that meets specific requirements.

## STEP IN-SCHOOL 1991

PROGRAM: Oneida-Herkimer-Madison  
Consortium SDA  
(Utica)

FUNDING LEVEL: \$90,000  
TOTAL PARTICIPANTS PLANNED: 55  
TOTAL PARTICIPANTS ENROLLED: 45

### TARGET POPULATION:

Economically disadvantaged youth aged 16-18 who are in school and "at risk" of dropping out. Also included are youth "at risk" with special learning/ behavioral problems, PINS, and youthful offender status. Preference given to youth who are homeless and youth receiving public assistance.

### PROGRAM COMPONENTS:

Recruitment and referral, intake/eligibility determination and orientation, assessment, counseling, job development, on-the-job training.

### YOUTH COMPETENCIES:

None.

### JOB SITES:

Job sites are primarily in the private sector in the following occupational areas: hardware store clerk, laborer, retail sales, fast food, grocery clerk, and farm hand.

### METHOD OF PAYMENT:

Directly by the employer, who is reimbursed 50% by program operator.

### CONTACT WITH PARTICIPANTS:

SDA staff counselors and guidance counselors from the three-county area provide on-going one-to-one counseling sessions.

### CONTACT WITH SCHOOLS:

School districts are a primary source of referrals to the program. Guidance counselors provide ongoing counseling to participants enrolled. Their involvement extends to remediation training, and if they feel additional remediation is needed the sessions are extended for the participant.

### INTERAGENCY LINKAGES:

The Service Delivery Area has existing linkages with a variety of public and private agencies serving "at risk" youth. Included are community-based organizations, Youth Bureau, Probation Department, Departments of Social Services, New York State Employment Service and three-county school districts.

## STEP IN-SCHOOL 1991

PROGRAM: City of Rochester  
Service Delivery Area  
(Rochester)

FUNDING LEVEL: \$292,000  
TOTAL PARTICIPANTS PLANNED: 148  
TOTAL PARTICIPANTS ENROLLED: 147

### TARGET POPULATION:

Economically disadvantaged "at risk" 16 - 18 year olds who are one or more of the following:

- o welfare recipient
- o teen parent
- o foster care youth
- o ex-offender
- o substance abuser
- o runaway
- o academically deficient

### PROGRAM COMPONENTS:

Individualized assessment culminating in the preparation of an Employability Development Plan (EDP).

#### Sub-contractors:

Catholic Youth Organization (CYO)

- o assessment
- o academic assessment
- o job readiness assistance
- o OJT
- o employment placement

Urban League of Rochester, Inc. (UL)

- o orientation and assessment
- o OJT position
- o counseling - academic support services

### YOUTH COMPETENCIES:

None.

### JOB SITES:

Work experience and on-the-job training were developed in the private and public sector, in the following occupational areas:  
CYO - food service, cashier, day care aide and sales clerk. RUL - fast food, day care aide, nurses aide, auto mechanic assistant, florist assistant and food service (deli) preparers.

City of Rochester (cont.)

**METHOD OF PAYMENT:**

On-the-job training paid directly by employer with reimbursement of 50% by program operator. Work experience paid directly by program operator.

**CONTACT WITH PARTICIPANTS:**

Differs with subcontracts, usually scheduled with counselors and guidance counselors.

**CONTACT WITH SCHOOLS:**

Educational system identifies youth for recruitment and referral.

**INTERAGENCY LINKAGES:**

City of Rochester maintains cooperative agreements with State and local human service and educational agencies. In addition, linkages will be developed by community based organizations.

## STEP IN-SCHOOL 1991

**PROGRAM:** Schenectady Youth Consortium  
Schenectady, New York  
(Utica)

**FUNDING LEVEL:** \$75,000  
**TOTAL PARTICIPANTS PLANNED:** 50  
**TOTAL PARTICIPANTS ENROLLED:** 46

### TARGET POPULATION:

Economically disadvantaged youth aged 16-18 who are in school and "at risk" of dropping out. Also included are youth "at risk" with special learning/ behavioral problems, PINS, and youthful offender status. Preference given to youth who are homeless and youth receiving public assistance.

### PROGRAM COMPONENTS:

Recruitment and referral, intake/eligibility determination and orientation, assessment, counseling, job development, on-the-job training.

### YOUTH COMPETENCIES:

None.

### JOB SITES:

Job sites are primarily in the private sector in the following occupational areas: hardware store clerk, laborer, retail sales, fast food, grocery clerk, and farm hand.

### METHOD OF PAYMENT:

Directly by the employer, who is reimbursed 50% by program operator.

### CONTACT WITH PARTICIPANTS:

SDA staff counselors and guidance counselors from the three-county area provide on-going one-to-one counseling sessions.

### CONTACT WITH SCHOOLS:

School districts are a primary source of referrals to the program. Guidance counselors provide ongoing counseling to participants enrolled. Their involvement extends to remediation training, and if they feel additional remediation is needed the sessions are extended for the participant.

### INTERAGENCY LINKAGES:

The Service Delivery Area has existing linkages with a variety of public and private agencies serving "at risk" youth. Included are community-based organizations, Youth Bureau, Probation Department, Departments of Social Services, New York State Employment Service and three-county school districts.

## STEP IN-SCHOOL 1991

**PROGRAM:** City of Syracuse - SDA  
(Syracuse)

**FUNDING LEVEL:** \$75,000  
**TOTAL PARTICIPANTS PLANNED:** 55  
**TOTAL PARTICIPANTS ENROLLED:** 69

### TARGET POPULATION:

Economically disadvantaged youth aged 16-18, with emphasis on youth from families receiving public welfare assistance.

### PROGRAM COMPONENTS:

Each participant will be involved in one or more of the following:

- intake
- assessment
- enrollment
- pre-testing
- pre and post testing
- education for employment
- monitoring of school performance
- work experience placement
- counseling and supportive services

### YOUTH COMPETENCIES:

Pre-employment youth competencies.

### JOB SITES:

Private sector on-the-job training and work experience positions. Occupational areas include: retailing, clerical, building maintenance and stock clerk.

### METHOD OF PAYMENT:

Pre-employment/work maturity or occupations training: employees were placed on the city payroll and paid by the city's finance bureau bi-weekly. Work experience sites: participants were paid minimum wage bi-weekly by program operator.

### CONTACT WITH PARTICIPANTS:

Counseling throughout the program, provided by Employment Service Specialists and guidance counselors from the school system.

### CONTACT WITH SCHOOLS:

School systems within SDA will be part of recruitment effort, with guidance counselors playing a key role.

### INTERAGENCY LINKAGES:

Established community linkages with human service agencies and educational systems. A series of youth community roundtable meetings are held to discuss youth programs, including STEP. The PIC is the major focus of coordination with private sector businesses.

## STEP IN-SCHOOL 1991

PROGRAM: Suffolk County SDA  
(Hauppauge)

FUNDING LEVEL: \$190,000  
TOTAL PARTICIPANTS PLANNED: 92  
TOTAL PARTICIPANTS ENROLLED: 103

### TARGET POPULATION:

Economically disadvantaged youth aged 16 - 18 who are likely to drop out of school, including students: with truancy problems, from broken homes, who are substance abusers, and pregnant teenagers. Preference given to homeless youth receiving public assistance.

### PROGRAM COMPONENTS:

Recruitment, enrollment, orientation and testing, worksite development, participant assignment, ongoing support services/school system linkages, worksite follow-ups and counseling.

### JOB SITES:

Work experience sites developed in public and private agencies and businesses, with SDA subsidizing up to 50% of the participant wages paid. Participants enrolled in the following occupational areas: food service preparer, clerical aide, custodial aide, nursery school teacher aide, warehouse worker, greenhouse worker, machine operator and English (English as a second language) tutors.

### METHOD OF PAYMENT:

For subsidized work experience the SDA pays the participant; employer responsible for reimbursement of 50% of wages.

### CONTACT WITH PARTICIPANTS:

Vocational counselors set up appointments with students at their school. They formally establish eligibility, enroll, and conduct assessments. Counselors also conduct worksite monitoring visits and are available for ongoing counseling of participants.

### CONTACT WITH SCHOOLS:

(See CONTACT WITH PARTICIPANTS)

### INTERAGENCY LINKAGES:

Existing network of linkages with school systems and Pre-employment and Work Maturity programs at schools. Also, cooperative agreements with: Community Based Organizations, Health Department, Youth Bureau, Department of Social Services, New York State Employment Service, Sheriff's Office and Office of Vocational Rehabilitation.

## STEP OUT-OF-SCHOOL 1991

PROGRAM: ACCESS

FUNDING LEVEL: \$60,000

TOTAL PARTICIPANTS PLANNED: 13

TOTAL PARTICIPANTS ENROLLED: 14

### TARGET POPULATION:

Economically disadvantaged youth, ages 16-18 who are high school dropouts. Preference will be given to welfare recipients, teenage parents, justice system referrals and foster care youth.

### PROGRAM COMPONENTS:

- 1) Planning
- 2) Recruitment
- 3) Assessment
- 4) On-the-Job Training
- 5) Vocational Classroom Training
- 6) Basic Academic Skills Training
- 7) Counseling and World of Work Activities
- 8) Evaluation and follow-up

### JOB SITES:

Worksite will be chosen from public and non-profit agencies which are judged on work activity, size, and quality of supervisory staff, hours, lack of hazards and suitable location.

### METHOD OF PAYMENT:

Work experience slots paid directly by program operator.  
On-the-job training slots paid directly by employer with reimbursement of 50% by program operators.

### CONTACT WITH PARTICIPANTS:

On-going.

### INTERAGENCY LINKAGES:

Linkages have been established with various state and local agencies. Non-profit organizations, school districts and community groups.



## STEP OUT-OF-SCHOOL 1991

**PROGRAM:** Action for a Better  
Community

**FUNDING LEVEL:** \$70,000  
**TOTAL PARTICIPANTS PLANNED:** 25  
**TOTAL PARTICIPANTS ENROLLED:** 31

### TARGET POPULATION:

Economically disadvantaged youth, ages 16-18 who are high school dropouts. Preference will be given to welfare recipients, teenage parents, justice system referrals and foster care youth.

### PROGRAM COMPONENTS:

- 1) Planning
- 2) Recruitment
- 3) Assessment
- 4) On-the-Job Training
- 5) Vocational Classroom Training
- 6) Basic Academic Skills Training
- 7) Counseling and World of Work Activities
- 8) Evaluation and follow-up

### JOB SITES:

Worksite will be chosen from public and non-profit agencies which are judged on work activity, size, and quality of supervisory staff, hours, lack of hazards and suitable location.

### METHOD OF PAYMENT:

Work experience slots paid directly by program operator.  
On-the-job training slots paid directly by employer with reimbursement of 50% by program operators.

### CONTACT WITH PARTICIPANTS:

On-going.

### INTERAGENCY LINKAGES:

Linkages have been established with various state and local agencies. Non-profit organizations, school districts and community groups.

## STEP OUT-OF-SCHOOL 1991

**PROGRAM:** Broome County Catholic  
Youth Organization  
(Binghamton)

**FUNDING LEVEL:** \$92,000  
**TOTAL PARTICIPANTS PLANNED:** 35  
**TOTAL PARTICIPANTS ENROLLED:** 42

### TARGET POPULATION:

Economically disadvantaged youth 16-18 years of age, who are out-of-school dropouts. Preference will be given to homeless youth.

### PROGRAM COMPONENTS:

Pre-employment training, educational upgrading, motivational activities, and the work component.

### JOB SITES:

Primarily in the private sector, for both work experience and on-the-job training. Occupations include: social worker assistant, salesperson, maintenance, stock clerk, light truck maintenance.

### METHOD OF PAYMENT:

Directly by the employer with reimbursement of 50% by program operator.

### CONTACT WITH PARTICIPANTS:

Counseling staff met with participants at least once a week and maintain a case log for each participant.

### INTERAGENCY LINKAGES:

Established ongoing network of linkages with various State and local human service agencies and local school districts. These agencies will be the primary source of recruitment of participants.

## STEP OUT-OF-SCHOOL 1991

**PROGRAM:** Bronx Center for Progressive  
Services, Inc.  
(Bronx)

**FUNDING LEVEL:** \$60,000  
**TOTAL PARTICIPANTS PLANNED:** 50  
**TOTAL PARTICIPANTS ENROLLED:** 56

### TARGET POPULATION:

Economically disadvantaged, out-of-school youth aged 16-18.  
Preference given to homeless youth and youth receiving public assistance.

### PROGRAM COMPONENTS:

Recruitment, intake, orientation, assessment, career skills, life skills, basic skills.

### JOB SITES:

Private sector OJT programs. Participants employed in the following occupational areas: silk screening, clerks, cashiers, cook, stock person, word processing and computer programming.

### METHOD OF PAYMENT:

Employers paid 100% of participants' wages.

### CONTACT WITH PARTICIPANTS:

Counseling is in the form of individualized and/or group sessions on a regular basis. Counselor responsible for advising youth on what is expected to participate in program and to assist them with special problems as the program progresses.

### INTERAGENCY LINKAGES:

Existing linkages with community-based organizations, churches, and local government and human services agencies.

## STEP OUT-OF-SCHOOL 1991

**PROGRAM:** Columbia Opportunities  
Hudson, New York

**FUNDING LEVEL:** \$65,000  
**TOTAL PARTICIPANTS PLANNED:** 20  
**TOTAL PARTICIPANTS ENROLLED:** 38

### **TARGET POPULATION:**

Economically disadvantaged school dropouts, ages 16-19, special emphasis on welfare recipients, minorities, teen parents and homeless youth.

### **PROGRAM COMPONENTS:**

Orientation, employability, training, work experience or on-the-job training and job placement in unsubsidized employment.

### **JOB SITES:**

Worksite will be chosen from public and non-profit agencies which are judged on work activity, size, and quality of supervisory staff, hours, lack of hazards and suitable location.

### **METHOD OF PAYMENT:**

On-the-job participants paid directly by employer; work experience paid by program operator.

### **CONTACT WITH PARTICIPANTS:**

On-going.

### **INTERAGENCY LINKAGES:**

Linkages have been established with various state and local agencies. Non-profit organizations, school districts and community groups.

## **STEP OUT-OF-SCHOOL 1991**

<b>PROGRAM:</b> Educational Assistance Center (Mineola)	<b>FUNDING LEVEL:</b> \$160,000
	<b>TOTAL PARTICIPANTS PLANNED:</b> 38
	<b>TOTAL PARTICIPANTS ENROLLED:</b> 39

### **TARGET POPULATION:**

Economically disadvantaged youth, ages 16-18, with an emphasis on the homeless.

### **PROGRAM COMPONENTS:**

Recruitment, orientation, testing, counseling, job readiness, basic skills and GED preparation, work experience and OJT.

### **JOB SITES:**

Participants are placed on worksites for 20-30 hours per week after the first eight weeks of the program.

### **METHOD OF PAYMENT:**

Participants are paid directly by the program operator while in work experience and directly by employers while in on-the-job training, where employers are reimbursed for 50% of wages.

### **CONTACT WITH PARTICIPANTS:**

Counseling is an important component of the program, with intensive personal counseling provided at the onset.

### **INTERAGENCY LINKAGES:**

There are linkages with the Job Service, Nassau County Department of Social Services, the Runaway Youth Coordinating Council, Nassau Children's House and other local programs.

## STEP OUT-OF-SCHOOL 1991

<b>PROGRAM:</b> Catholic Charities of Buffalo	<b>FUNDING LEVEL:</b> \$80,000
Manpower Services, Inc.	<b>TOTAL PARTICIPANTS PLANNED:</b> 36
	<b>TOTAL PARTICIPANTS ENROLLED:</b> 46

**TARGET POPULATION:**

Out-of-school youth ages 16-18 with an emphasis on the homeless and public assistance recipients.

**PROGRAM COMPONENTS:**

During the first few days, participants take part in program orientation, needs assessment and career exploration. This is followed by enrollment in a basic skills/GED preparation activity, then into a vocational skills training component.

**JOB SITES:**

Work experience and on-the-job training sites are developed to teach computer literacy, or specific training for gas station attendant, waiter/waitress or retail clerk.

**METHOD OF PAYMENT:**

Employers are reimbursed for up to 50% of participant's wages while in on-the-job training.

**CONTACT WITH PARTICIPANTS:**

Counseling is fundamental to the program, with staff in frequent contact with participants.

**INTERAGENCY LINKAGES:**

Support service arrangements are in place with the Erie County Department of Social Services, various youth bureaus, the county probation department, local school district, Compass house, the Salvation Army, the city Mission and the Erie County Summer Youth Program.

## STEP OUT-OF-SCHOOL 1991

PROGRAM: City of Albany, New York

FUNDING LEVEL: \$85,000

TOTAL PARTICIPANTS PLANNED: 34

TOTAL PARTICIPANTS ENROLLED: 34

### TARGET POPULATION:

Economically disadvantaged youth, ages 16-18 who are high school dropouts. Preference will be given to welfare recipients, teenage parents, justice system referrals and foster care youth.

### PROGRAM COMPONENTS:

Recruitment, orientation, testing, academic and pre-employment training, work experience, job development and placement.

### JOB SITES:

Primarily private sector sites used.

### METHOD OF PAYMENT:

Employer pays directly with 50% reimbursement by program operators.

### CONTACT WITH PARTICIPANTS:

Both career and personal counseling is provided on an on-going basis.

### INTERAGENCY LINKAGES:

Services are coordinated with the educational system, community, human services agencies and private sector employers. Linkages have been developed with several local agencies.

## STEP OUT-OF-SCHOOL 1991

**PROGRAM:** Clarkson Center  
(Buffalo)

**FUNDING LEVEL:** \$77,000  
**TOTAL PARTICIPANTS PLANNED:** 30  
**TOTAL PARTICIPANTS ENROLLED:** 46

### **TARGET POPULATION:**

Out-of-school youth, ages 16-18, with an emphasis on the homeless or those receiving public assistance.

### **PROGRAM COMPONENTS:**

GED preparation and basic skills instruction are combined with the Comprehensive Competencies Program. At the same time, on-the-job training was used followed by job placement.

### **JOB SITES:**

Job site development is coordinated with the Allentown Youth Services Consortium and the Private Industry Council.

### **METHOD OF PAYMENT:**

### **CONTACT WITH PARTICIPANTS:**

Counseling is an on-going and integral part of the program.

### **INTERAGENCY LINKAGES:**

Supportive service linkages have been established with most human service agencies in Buffalo. Referrals were accepted from over 40 social services and community-based organizations. The city's public and parochial schools and the Educational Opportunity Center are also involved in the program.



## STEP OUT-OF-SCHOOL 1991

PROGRAM: Coalition for  
People's Rights  
(Newburgh)

FUNDING LEVEL: \$90,000  
TOTAL PARTICIPANTS PLANNED: 45  
TOTAL PARTICIPANTS ENROLLED: 46

### TARGET POPULATION:

Economically-disadvantaged youth, 16-18 years old. Preference given to homeless youth, teenage parents, and youth receiving public assistance.

### PROGRAM COMPONENTS:

Recruitment  
Orientation  
Classroom Development

- o remedial instruction
- o counseling career resources
- o decision-making processes
- o personal unit report on job development

Worksite Component - at least 20 hours weekly

### JOB SITES:

Private sector job sites in the following occupational areas:  
sales, shipping and receiving clerk, stock clerk and maintenance.

### METHOD OF PAYMENT:

Primarily directly to the employer.

### CONTACT WITH PARTICIPANTS:

Staff, on an individual and group basis, counsels youth in making decisions in regards to careers and programs in the high school, both day and night courses. Also, when appropriate, counseled on personal problems. Participants evaluated on a weekly basis through discussions between appropriate guidance counselors and teachers.

### INTERAGENCY LINKAGES:

Existing linkages with school system and other youth service providers, including local BOCES, Fishkill and Downstate Correctional facilities, Jewish Community Center and County Youth Bureau.

## STEP OUT-OF-SCHOOL 1991

PROGRAM: Elmcot  
Queens, New York

FUNDING LEVEL: \$135,000  
TOTAL PARTICIPANTS PLANNED: 54  
TOTAL PARTICIPANTS ENROLLED: 55

### TARGET POPULATION:

Economically disadvantaged youth, ages 16-18 who are high school dropouts. Preference will be given to welfare recipients, teenage parents, justice system referrals and foster care youth.

### PROGRAM COMPONENTS:

Recruitment, orientation, testing, academic and pre-employment training, work experience, job development and placement.

### JOB SITES:

Primarily private sector sites used.

### METHOD OF PAYMENT:

Employer pays directly with 50% reimbursement by program operators.

### CONTACT WITH PARTICIPANTS:

Both career and personal counseling was provided on an on-going basis.

### INTERAGENCY LINKAGES:

Services are coordinated with the educational system, community, human services agencies and private sector employers. Linkages have been developed with several local agencies.

## STEP OUT-OF-SCHOOL 1991

**PROGRAM:** Economic Opportunity  
Commission of Nassau  
County, Inc.  
(Hempstead)

**FUNDING LEVEL:** \$50,000  
**TOTAL PARTICIPANTS PLANNED:** 15  
**TOTAL PARTICIPANTS ENROLLED:** 20

### TARGET POPULATION:

Economically disadvantaged youth, aged 16-18, with special preference to dropouts receiving public assistance and Homeless youth.

### PROGRAM COMPONENTS:

- 1) Recruitment
- 2) Selection
- 3) Assessment
- 4) Counseling
- 5) Evaluation and follow-up

### JOB SITES:

Primarily in the private sector, for both work experience and on-the-job training. Occupations include: typing, word processing and data entry activities.

### METHOD OF PAYMENT:

Directly by the employer with up to 50% reimbursed by program operator.

### CONTACT WITH PARTICIPANTS:

Counseling will be provided on an individual basis, as needed, throughout the program. Participants will attend basic skills instruction two hours twice a week and occupational skills instruction two hours twice a week.

### INTERAGENCY LINKAGES:

Established linkages exist with school districts, state and local Human Service Agencies and Community-Based Organizations.

## STEP OUT-OF-SCHOOL 1991

PROGRAM: EOP, Inc., of  
Chemung and Schuyler  
Counties

FUNDING LEVEL: \$85,000  
TOTAL PARTICIPANTS PLANNED: 25  
TOTAL PARTICIPANTS ENROLLED: 29

### TARGET POPULATION:

Economically-disadvantaged youth, 16-18 years old. Preference given to homeless youth, teenage parents, and youth receiving public assistance.

### PROGRAM COMPONENTS:

Recruitment  
Orientation  
Classroom Development

- o remedial instruction
- o counseling career resources
- o decision-making processes
- o personal unit report on job development

Worksite Component - at least 20 hours weekly

### JOB SITES:

Private sector job sites in the following occupational areas:  
sales, shipping and receiving clerk, stock clerk and maintenance.

### METHOD OF PAYMENT:

Primarily directly to the employer.

### CONTACT WITH PARTICIPANTS:

Staff, on an individual and group basis, counsels youth in making decisions in regards to careers and programs in the high school, both day and night courses. Also, when appropriate, counseled on personal problems. Participants evaluated on a weekly basis through discussions between appropriate guidance counselors and teachers.

### INTERAGENCY LINKAGES:

Existing linkages with school system and other youth service providers, including the New York State Employment Service and community based organizations.

## STEP OUT-OF-SCHOOL 1991

PROGRAM: FECS  
New York, New York

FUNDING LEVEL: \$65,000  
TOTAL PARTICIPANTS PLANNED: 15  
TOTAL PARTICIPANTS ENROLLED: 21

### TARGET POPULATION:

Economically disadvantaged school dropouts, ages 16-19, special emphasis on welfare recipients, minorities, teen parents and homeless youth.

### PROGRAM COMPONENTS:

Orientation, employability, training, work experience or on-the-job training and job placement in unsubsidized employment.

### JOB SITES:

Worksite will be chosen from public and non-profit agencies which are judged on work activity, size, and quality of supervisory staff, hours, lack of hazards and suitable location.

### METHOD OF PAYMENT:

On-the-job participants paid directly by employer; work experience paid by program operator.

### CONTACT WITH PARTICIPANTS:

On-going.

### INTERAGENCY LINKAGES:

Linkages have been established with various state and local agencies. Non-profit organizations, school districts and community groups.

## STEP OUT-OF-SCHOOL 1991

**PROGRAM:** Guidance Referrals  
Apprenticeship and Beyond  
(GRAB)

**FUNDING LEVEL:** \$50,000  
**TOTAL PARTICIPANTS PLANNED:** 15  
**TOTAL PARTICIPANTS ENROLLED:** 19

### TARGET POPULATION:

Economically disadvantaged youth, ages 16-18 who are high school dropouts. Preference will be given to welfare recipients, teenage parents, justice system referrals and foster care youth.

### PROGRAM COMPONENTS:

- 1) Planning
- 2) Recruitment
- 3) Assessment
- 4) On-the-Job Training
- 5) Vocational Classroom Training
- 6) Basic Academic Skills Training
- 7) Counseling and World of Work Activities
- 8) Evaluation and follow-up

### JOB SITES:

Worksite will be chosen from public and non-profit agencies which are judged on work activity, size, and quality of supervisory staff, hours, lack of hazards and suitable location.

### METHOD OF PAYMENT:

Work experience slots paid directly by program operator.  
On-the-job training slots paid directly by employer with reimbursement of 50% by program operators.

### CONTACT WITH PARTICIPANTS:

On-going.

### INTERAGENCY LINKAGES:

Linkages have been established with various state and local agencies. Non-profit organizations, school districts and community groups.

## STEP OUT-OF-SCHOOL 1991

**PROGRAM:** Henry Street Settlement  
(New York, New York)

**FUNDING LEVEL:** \$100,000  
**TOTAL PARTICIPANTS PLANNED:** 30  
**TOTAL PARTICIPANTS ENROLLED:** 40

### TARGET POPULATION:

Economically disadvantaged youth, aged 16-18, with emphasis on youth receiving public assistance and homeless youth. Participants will also include ex-offenders, former substance abusers, teenage parents and/or foster care youth residing in group homes.

### PROGRAM COMPONENTS:

- 1) Recruitment
- 2) Basic Education
- 3) Pre-employment skills training
- 4) Counseling
- 5) Work Experience
- 6) Evaluation and follow-up

### JOB SITES:

All participants were placed in public sector work experience sites upon determination of their ability to perform available work.

### METHOD OF PAYMENT:

All wages and fringe benefits for Work Experience participants was paid by the employer.

### CONTACT WITH PARTICIPANTS:

Once a week, participants attended individual as well as group counseling sessions. This taught participants job interview skills, on-the-job relations, and life skills in general. Individual counseling assisted participants with family problems, health, day care, etc. so to insure consistency and stability in their daily progress.

### INTERAGENCY LINKAGES:

Long established linkages with community-based organizations, churches, local government and human service agencies.

## STEP OUT-OF-SCHOOL 1991

PROGRAM: Town of Huntington

FUNDING LEVEL: \$50,000

TOTAL PARTICIPANTS PLANNED: 17

TOTAL PARTICIPANTS ENROLLED: 31

### TARGET POPULATION:

Out-of-school youth ages 16 to 18. Preference will be given to public assistance recipients, runaways and homeless youth.

### PROGRAM COMPONENTS:

Basic education, English as a second language, GED preparation, a writing workshop, work maturity training, pre-employment skills development, work experience, OJT and job placement.

### JOB SITES:

Public and non-profit worksites are used.

### METHOD OF PAYMENT:

Participants are paid directly by the program operator while in work experience and are paid by the employer while in OJT.

### CONTACT WITH PARTICIPANTS:

Counseling is an integral part of the program. All staff meet with the tutors and Project Director weekly to monitor students' progress.

### INTERAGENCY LINKAGES:

Linkages are in place with various youth agencies and organizations, the Youth Bureau, Department of Community Resources, Planned Parenthood, Probation and Social Services.



## STEP OUT-OF-SCHOOL 1991

PROGRAM: JUST US, Inc.  
(New York City)

FUNDING LEVEL: \$130,000  
TOTAL PARTICIPANTS PLANNED: 40  
TOTAL PARTICIPANTS ENROLLED: 35

### TARGET POPULATION:

Economically disadvantaged, out-of-school youth aged 16-18. Preference given to homeless youth and youth receiving public assistance. Also included are youth who are: juvenile delinquents, substance abusers, offenders, limited English speaking, and teen parents.

### PROGRAM COMPONENTS:

Intake, assessment, counseling, basic and life skills, work experience, on-the-job training.

### JOB SITES:

Work experience and OJT sites are in public and non-profit agencies in the following occupational areas: receptionist, food helper aides, secretaries, stock worker, counter aides, product demonstrators, nurses aides and delivery person.

### METHOD OF PAYMENT:

Work experience slots paid directly by program operator. On-the-job training slots paid directly by employer with reimbursement of 50% by program operators.

### CONTACT WITH PARTICIPANTS:

Counseling on an individualized basis at least once a week, and group sessions are a part of basic and life skills training.

### INTERAGENCY LINKAGES:

JUST US has ongoing coordination agreements with other community-based organizations, human service and education agencies. They provided outreach efforts, provided possible worksites, and augment the supportive service capability of the program. In the private sector, JUST US has established close working relationship with: Chamber of Commerce, Business Advisory Council, construction firms, and many small businesses.

## STEP OUT-OF-SCHOOL 1991

**PROGRAM:** Latimer-Woods Economic  
Development Association, Inc.  
(Brooklyn)

**FUNDING LEVEL:** \$100,000  
**TOTAL PARTICIPANTS PLANNED:** 40  
**TOTAL PARTICIPANTS ENROLLED:** 42

### **TARGET POPULATION:**

Youth, ages 16-18, who have dropped out of school, with an emphasis on the homeless.

### **PROGRAM COMPONENTS:**

There are three cycles, each including orientation and job readiness training with an on-the-job training component. Basic skills and GED instruction are included.

### **JOB SITES:**

Sites emphasized developing typing, word processing and data communications skills.

### **METHOD OF PAYMENT:**

Participants are paid the minimum wage by the program for 24 weeks for up to 28 hours per week.

### **CONTACT WITH PARTICIPANTS:**

Counselors are in frequent contact with participants and instructors; counseling continues after job placement. There was also a weekly assembly where all participants meet with a guest speaker.

### **INTERAGENCY LINKAGES:**

A supportive relationship exists between the city schools and the Division for Youth.

## STEP OUT-OF-SCHOOL 1991

PROGRAM: Monroe Community College  
STAGE Program

FUNDING LEVEL: \$85,000  
TOTAL PARTICIPANTS PLANNED: 30  
TOTAL PARTICIPANTS ENROLLED: 56

### TARGET POPULATION:

Economically disadvantaged youth, ages 16-18 who are high school dropouts. Preference will be given to welfare recipients, teenage parents, justice system referrals and foster care youth.

### PROGRAM COMPONENTS:

Recruitment, orientation, testing, academic and pre-employment training, work experience, job development and placement.

### JOB SITES:

Primarily private sector sites used.

### METHOD OF PAYMENT:

Employer pays directly with 50% reimbursement by program operators.

### CONTACT WITH PARTICIPANTS:

Both career and personal counseling is provided on an on-going basis.

### INTERAGENCY LINKAGES:

Linkages already exist as a result of the college's close involvement with the community as well as through several programs offered by the college.

## STEP OUT-OF-SCHOOL 1991

PROGRAM: National Congress of  
Neighborhood Women  
(Brooklyn)

FUNDING LEVEL: \$90,000  
TOTAL PARTICIPANTS PLANNED: 28  
TOTAL PARTICIPANTS ENROLLED: 31

### TARGET POPULATION:

Economically disadvantaged, out-of-school youth, aged 16-18.  
Preference given to homeless youth, teen parents and youth  
receiving public assistance.

### PROGRAM COMPONENTS:

Recruitment, counseling, educational services, orientation (career  
education, job readiness, and job-seeking skills orientation).

### JOB SITES:

Work experience and on-the-job training sites primarily in the  
private sector. Occupations include: landscaping, hospital  
support staff, office clerk, and law clerk.

### METHOD OF PAYMENT:

Work experience participants paid directly by program operator.  
OJT participants paid by employer with 50% reimbursement by program  
operator.

### CONTACT WITH PARTICIPANTS:

Counseling is on an individualized basis to develop an individual  
"employability plan" and for discussion of personal problems and  
possible solutions.

### INTERAGENCY LINKAGES:

Existing linkages with the Staten Island Department of Probation,  
Division for Youth, Department of Social Services, Urban League  
T.A.P. Center and various school districts.

## STEP OUT-OF-SCHOOL 1991

PROGRAM: National Puerto Rican Forum

FUNDING LEVEL: \$90,000  
TOTAL PARTICIPANTS PLANNED: 26  
TOTAL PARTICIPANTS ENROLLED: 39

### TARGET POPULATION:

Economically disadvantaged youth, ages 16-18 who are high school dropouts. Preference will be given to welfare recipients, teenage parents, justice system referrals and foster care youth.

### PROGRAM COMPONENTS:

- 1) Planning
- 2) Recruitment
- 3) Assessment
- 4) On-the-Job Training
- 5) Vocational Classroom Training
- 6) Basic Academic Skills Training
- 7) Counseling and World of Work Activities
- 8) Evaluation and follow-up

### JOB SITES:

Worksite will be chosen from public and non-profit agencies which are judged on work activity, size, and quality of supervisory staff, hours, lack of hazards and suitable location.

### METHOD OF PAYMENT:

Work experience slots paid directly by program operator.  
On-the-job training slots paid directly by employer with reimbursement of 50% by program operators.

### CONTACT WITH PARTICIPANTS:

On-going.

### INTERAGENCY LINKAGES:

Linkages have been established with various state and local agencies. Non-profit organizations, school districts and community groups.

## STEP OUT-OF-SCHOOL 1991

PROGRAM: New York Urban League, Inc.  
(New York City)

FUNDING LEVEL: \$140,000  
TOTAL PARTICIPANTS PLANNED: 40  
TOTAL PARTICIPANTS ENROLLED: 56

### TARGET POPULATION:

Economically disadvantaged 16-18 year olds; the majority will be receiving public assistance and some will be homeless.

### PROGRAM COMPONENTS:

Orientation, basic educational skills (GED preparation and remedial education), work experience (limited to the hard-to-place), on-the-job training (OJT), support service.

### JOB SITES:

Job sites are primarily in the private sector, in the following occupational areas: building renovation, trucking, maintenance, food service, and salesperson.

### METHOD OF PAYMENT:

Participants paid directly by the employer for the OJT portion. Work experience paid by program operator.

### CONTACT WITH PARTICIPANTS:

As needed on a day-to-day basis by experienced ongoing counseling staff.

### INTERAGENCY LINKAGES:

Established linkages with NYC Department of Social Services, NYS Job Service, Department of Juvenile Justice, and NYC high schools.

## STEP OUT-OF-SCHOOL 1991

PROGRAM: Niagara Falls City School  
District

FUNDING LEVEL: \$65,000  
TOTAL PARTICIPANTS PLANNED: 20  
TOTAL PARTICIPANTS ENROLLED: 21

### TARGET POPULATION:

Economically disadvantaged youth, ages 16-18 who are high school dropouts. Preference will be given to welfare recipients, teenage parents, justice system referrals and foster care youth.

### PROGRAM COMPONENTS:

- 1) Planning
- 2) Recruitment
- 3) Assessment
- 4) On-the-Job Training
- 5) Vocational Classroom Training
- 6) Basic Academic Skills Training
- 7) Counseling and World of Work Activities
- 8) Evaluation and follow-up

### JOB SITES:

Worksite will be chosen from public and non-profit agencies which are judged on work activity, size, and quality of supervisory staff, hours, lack of hazards and suitable location.

### METHOD OF PAYMENT:

Work experience slots paid directly by program operator.  
On-the-job training slots paid directly by employer with reimbursement of 50% by program operators.

### CONTACT WITH PARTICIPANTS:

On-going.

### INTERAGENCY LINKAGES:

Linkages have been established with various state and local agencies. Non-profit organizations, school districts and community groups.

## STEP OUT-OF-SCHOOL 1991

**PROGRAM:** Planned Parenthood of  
New York City  
(New York, New York)

**FUNDING LEVEL:** \$70,000  
**TOTAL PARTICIPANTS PLANNED:** 20  
**TOTAL PARTICIPANTS ENROLLED:** 39

### **TARGET POPULATION:**

Economically disadvantaged youth, aged 16-18, who are out-of-school dropouts, homeless, welfare recipients and teen parents.

### **PROGRAM COMPONENTS:**

- 1) Planning
- 2) Recruitment
- 3) Assessment
- 4) On-the-Job Training
- 5) Vocational Classroom Training
- 6) Basic Academic Skills Training
- 7) Counseling and World of Work Activities
- 8) Evaluation and follow-up

### **JOB SITES:**

Participants were placed in on-the-job training positions with New York City employers.

### **METHOD OF PAYMENT:**

Directly by the employer with reimbursement up to 50% by program operator.

### **CONTACT WITH PARTICIPANTS:**

Counseling staff met with participants on a weekly basis. Participants will also attend two hour, twice a week vocational training classes and twelve hours per week of basic academic skills training.

### **INTERAGENCY LINKAGES:**

Established ongoing linkages exist with various state and local Human Services Agencies.



## STEP OUT-OF-SCHOOL 1991

**PROGRAM:** Ridgewood Bushwick Senior  
Citizens Council (Brooklyn)

**FUNDING LEVEL:** \$293,000  
**TOTAL PARTICIPANTS PLANNED:** 70  
**TOTAL PARTICIPANTS ENROLLED:** 70

### **TARGET POPULATION:**

Economically disadvantaged youth ages 16-18 who have dropped out of school.

### **PROGRAM COMPONENTS:**

Recruitment, testing, assessment, counseling instruction in basic educational skills, GED preparation, labor market orientation and placement on unsubsidized employment.

### **JOB SITES:**

Primarily private sector sites are used.

### **METHOD OF PAYMENT:**

Participants are paid directly by the program operator during training and by the employer for OJT.

### **CONTACT WITH PARTICIPANTS:**

Each participant has one-on-one counseling, with a minimum of one hour per participant focused on individual accomplishment.

### **INTERAGENCY LINKAGES:**

Existing linkages with school system and other youth services providers, including State and local agencies and community based organizations.

## STEP OUT-OF-SCHOOL 1991

**PROGRAM:** Schenectady Youth Consortium  
Schenectady, New York

**FUNDING LEVEL:** \$90,000  
**TOTAL PARTICIPANTS PLANNED:** 26  
**TOTAL PARTICIPANTS ENROLLED:** 35

### **TARGET POPULATION:**

Economically disadvantaged school dropouts, ages 16-19, special emphasis on welfare recipients, minorities, teen parents and homeless youth.

### **PROGRAM COMPONENTS:**

Orientation, employability, training, work experience or on-the-job training and job placement in unsubsidized employment.

### **JOB SITES:**

Worksite will be chosen from public and non-profit agencies which are judged on work activity, size, and quality of supervisory staff, hours, lack of hazards and suitable location.

### **METHOD OF PAYMENT:**

On-the-job participants paid directly by employer; work experience paid by program operator.

### **CONTACT WITH PARTICIPANTS:**

On-going.

### **INTERAGENCY LINKAGES:**

Linkages have been established with various state and local agencies. Non-profit organizations, school districts and community groups.

## STEP OUT-OF-SCHOOL 1991

PROGRAM: Self-Help, Inc.  
(Queens)

FUNDING LEVEL: \$100,000  
TOTAL PARTICIPANTS PLANNED: 28  
TOTAL PARTICIPANTS ENROLLED: 25

### TARGET POPULATION:

Out-of-school youth ages 16-18 who have dropped out of school and who have severe barriers to employment.

### PROGRAM COMPONENTS:

Activities include job readiness training, educational services, subsidized work experience, on-the-job training and job development.

### JOB SITES:

Non-profit agencies are used for work experience and private and public employers used for on-the-job training.

### METHOD OF PAYMENT:

Work experience is fully subsidized, with the participants paid by the worksite. On-the-job training employers are reimbursed for 50% of participant wages.

### CONTACT WITH PARTICIPANTS:

Each participant meets with a program counselor at least weekly.

### INTERAGENCY LINKAGES:

Supportive linkages have been fostered with local schools, community and youth organizations, churches, group homes and the Department of Social Services.

## STEP OUT-OF-SCHOOL 1991

PROGRAM: Seneca Center  
(Bronx)

FUNDING LEVEL: \$100,000  
TOTAL PARTICIPANTS PLANNED: 30  
TOTAL PARTICIPANTS ENROLLED: 44

### TARGET POPULATION:

Economically disadvantaged youth, ages 16-18 who are high school dropouts. Preference will be given to welfare recipients, teenage parents, justice system referrals and foster care youth.

### PROGRAM COMPONENTS:

Recruitment, orientation, testing, academic and pre-employment training, work experience, job development and placement.

### JOB SITES:

Primarily private sector sites used.

### METHOD OF PAYMENT:

Employer pays directly with 50% reimbursement by program operators.

### CONTACT WITH PARTICIPANTS:

Both career and personal counseling is provided on an on-going basis.

### INTERAGENCY LINKAGES:

Services are coordinated with the educational system, community, human services agencies and private sector employers. Linkages have been developed with several local agencies.

## STEP OUT-OF-SCHOOL 1991

PROGRAM: Staten Island Children's  
Council

FUNDING LEVEL: \$65,000  
TOTAL PARTICIPANTS PLANNED: 15  
TOTAL PARTICIPANTS ENROLLED: 20

### TARGET POPULATION:

Out-of-school youth ages 16-18 who are not in a formal education program; preference will be given to homeless youth.

### PROGRAM COMPONENTS:

In addition to intake, orientation and assessment, GED instruction and computer literacy are taught. This is followed by work experience or on-the-job training. An Image Consultant was also available.

### JOB SITES:

Work experience and OJT sites in the private sector helped develop computer related skills development.

### METHOD OF PAYMENT:

A stipend was paid directly by the program to participants "most in need".

### CONTACT WITH PARTICIPANTS:

A minimum of 10 hours of individual counseling was provided in addition to group counseling.

### INTERAGENCY LINKAGES:

Existing linkages with school system and other youth service providers, such as State and local agencies and community based organization.

## STEP OUT-OF-SCHOOL 1991

PROGRAM: TIP Neighborhood House, Inc.      FUNDING LEVEL: \$100,000  
(New York City)      TOTAL PARTICIPANTS PLANNED: 27  
TOTAL PARTICIPANTS ENROLLED: 27

### TARGET POPULATION:

Economically disadvantaged youth, ages 16-18 who are high school dropouts. Preference will be given to welfare recipients, teenage parents, justice system referrals and foster care youth.

### PROGRAM COMPONENTS:

Recruitment, orientation, testing, academic and pre-employment training, work experience, job development and placement.

### JOB SITES:

Primarily private sector sites used.

### METHOD OF PAYMENT:

Employer pays directly with 50% reimbursement by program operators.

### CONTACT WITH PARTICIPANTS:

Both career and personal counseling is provided on an on-going basis.

### INTERAGENCY LINKAGES:

Services are coordinated with the educational system, community, human services agencies and private sector employers. Linkages have been developed with several local agencies.

## STEP OUT-OF-SCHOOL 1991

PROGRAM: UAW-JDIC  
Buffalo, New York

FUNDING LEVEL: \$90,000  
TOTAL PARTICIPANTS PLANNED: 50  
TOTAL PARTICIPANTS ENROLLED: 50

### TARGET POPULATION:

Economically disadvantaged school dropouts, ages 16-19, special emphasis on welfare recipients, minorities, teen parents and homeless youth.

### PROGRAM COMPONENTS:

Orientation, employability, training, work experience or on-the-job training and job placement in unsubsidized employment.

### JOB SITES:

Worksite will be chosen from public and non-profit agencies which are judged on work activity, size, and quality of supervisory staff, hours, lack of hazards and suitable location.

### METHOD OF PAYMENT:

On-the-job participants paid directly by employer; work experience paid by program operator.

### CONTACT WITH PARTICIPANTS:

On-going.

### INTERAGENCY LINKAGES:

Linkages have been established with various state and local agencies. Non-profit organizations, school districts and community groups.

## STEP OUT-OF-SCHOOL 1991

PROGRAM: Vannguard Urban Improvement Association, Inc. (Brooklyn) FUNDING LEVEL: \$360,000  
TOTAL PARTICIPANTS PLANNED: 80  
TOTAL PARTICIPANTS ENROLLED: 86

### TARGET POPULATION:

Economically disadvantaged out-of-school youth aged 16-18.  
Preference given to homeless youth and youth receiving public assistance.

### PROGRAM COMPONENTS:

Intake, career guidance and counseling, placement services, training (typing and word processing).

### JOB SITES:

Private sector job sites are all work experience sites. The following occupational areas were filled: clerical, filing, typing, word processor operator, and building maintenance.

### METHOD OF PAYMENT:

Vannguard pays the participant directly.

### CONTACT WITH PARTICIPANTS:

Counseling is an ongoing process throughout the program, and intensified as needed.

### INTERAGENCY LINKAGES:

Established linkages with community-based organizations, Department of Social Services, Division for Youth housing facilities, and local school systems. In the private sector, Information Processing Training Center operates a partnership with International Business Machines Corporation (IBM) and Vannguard for training of economically disadvantaged youth.